

Oxfordshire

Early Help Strategy

Update

June 2022



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Introduction

This document provides an update to the March 2019 Oxfordshire Early Help Strategy. It provides an updated outline of what the current provision of Early Help looks like in Oxfordshire, a commentary on how the global pandemic impacted provision over the last two years and describes the workplan and reporting arrangements for improving early help provision in the county.

Our Vision

We want Oxfordshire to be a great place to grow up and have the opportunity for children and young people to become everything they want to be.

To achieve this vision for children and young people, we have four areas of focus:

- be successful
- be healthy
- be safe
- be supported

Statement of Intent

We will work in partnership together with you, your family and all the agencies who are here to support you in Oxfordshire

If you need our help to be and feel safe, we will...

- Ask, not assume, what is happening in your life and what would help
- Act by seeking to understand your lived experiences, and work with you
- Discuss with you your choices and how you can safely feel in control
- Respect and value, you and the people who care about you
- Work as a team – with you, your family and with each other as professionals – so that everyone's ideas and knowledge are used
- Be honest with you and communicate clearly in a way that you can understand
- Focus on who and what helps you to feel safer, and where you feel safer
- Work with you at your pace wherever possible – but if things aren't improving fast enough for you, or if we need to immediately protect you, we will act quickly and decisively.

What is Early Help?

There is a body of evidence which highlights the factors that place children at risk of abuse or neglect, developing mental health problems, struggling, or failing in education or becoming involved in crime or antisocial behaviour.

Early help is the early identification of such factors and responding to emerging problems for children, young people, and their families. It refers both to help in the

critical early years of a child's life when the fundamental building blocks for future development are laid but also throughout a child, young persons, and family's life. If early help is not offered there is a real risk that for some children their social and emotional development will be irrevocably impaired, they will experience harm, or their family life will break down

Early help is a way of working across agencies and services that supports families, children and young people to overcome difficulties and build their resilience so that problems do not escalate, and they are able to thrive, live and engage happily in their communities.

The ethical, financial rationale and evidence base for providing "early help" within a whole-family model is very strong. Many publications highlight the need for strategic partners to provide a co-ordinated, targeted, and evidenced based early help offer particularly for families with multiple and complex needs.

The message is clear, preventative services cost less and are more effective than reactive services. They are also more effective in improving the life chances of children young people and families.

Achievements since 2019

A lot has been achieved to address the barriers to undertaking early help work that were identified in the 2019 Early Help Strategy. This is particularly true given the context of the global pandemic and the impact that it had on the ability to deliver early help services.

Progress highlights include:

Strategic

- Strategic expectations set out by the Children's Trust agreed by all organisations including sign-up to deliver the Children & Young Peoples Plan 2022-23 and the key performance indicators as outlined in the plan to track progress.

Joint Working

- A multi-agency group has redesigned the Early Help Assessment (EHA) form to make it more concise and to align it to other professional assessments that may be carried out alongside or following it. Following parental and professional feedback newly designed form to be known as "Strengths and Needs form" rather than EHA.
- Multi-agency Early Years performance framework and dashboard has been developed.
- A multi-agency early help 'Neglect and Attendance Group' has been established to look specifically at how early help processes can be used to improve attendance, reduce suspensions and exclusions for children where

neglect is an identified problem for the family. This work is linked to the strategic multi-agency neglect group.

- A Neglect audit tool has been developed by schools and training provided to designated Safeguarding leads. This increases knowledge in schools of neglect and the importance of early identification and support to families
- Threshold of Need document has been updated and provides additional guidance on when early help processes should be utilised to support children and families as soon as a problem first emerges.
- The 'Attendance pathway' has been updated to include the requirement for an EHA to be complete either where there are issues with attendance or before a suspension or exclusion decision is made.
- EHA is part of support offered by Health Visitors to Universal Plus and Universal Partnership Plus families.
- A joint activity pathway has been created by Adult services, Children services and Oxford Health NHS Trust, designed to support practitioners in adult and children services to work collaboratively and co-ordinate early help support for families where parents have additional needs.
- Project work with Thames Valley Police and voluntary sector organisation 'Children Heard and Seen' to utilise early help processes when a parent goes into prison.
- Strengthened links between Children's Social Care and Special Educational Needs and Disabilities services to incorporate the EHA into the Early Intervention pathway.
- Joint work being undertaken between the Locality Community Support Service, School Health Nurses, Mental Health Support Teams and Violence Reduction Unit of Thames Valley Police linked to the Children & Young People's mental health and wellbeing strategy to ensure that early help support in schools is co-ordinated within schools and across these key agencies.
- Joint work between the Locality Community Support Service (LCSS) and Multi-Agency Safeguarding Hub (MASH) to improve process, communication and support to universal services where the outcome of a MASH referral is for an EHA to be completed.

Training

- Following practitioner feedback EHA training has been reviewed and the format changed. From September 2022 it will include a combination of online and face-to-face training. This is to allow more training time for skill development work to increase practitioner confidence around the EHA process working with and talking with parents and facilitating Team Around the Family (TAF) meetings.
- Training on early help assessments has been delivered to 1,141 practitioners since 2019, this includes a variety of staff from all agencies working with

children and families. The training provides a combination of formal multiagency EHA training courses and service specific single agency training events where requested.

- Joint training has been delivered across Children’s services, Adult services and NHS on the joint activity pathway. This training is highlighting the importance of early help whole family assessments and joint working practices for families where parents have additional needs that affects their ability to care for children.
- Since July 2019, 70 schools have received restorative training. 35 staff have been trained to practitioner level across 18 settings. This has resulted in:
 - 90% of trained schools who had previously permanently excluded have not excluded or have seen a reduction in exclusions since the training.
 - 83% of trained schools who had previously suspended have not suspended or have seen a reduction in suspensions since training.
 - 96% of individuals who were non-attending for a variety of complex reasons and were supported by a restorative intervention are now re-engaged in school. The remaining 4% now have appropriate support in place.
- Attendance and exclusions training with schools via Attendance Network meetings and In-Year Fair Access Panels advocates in use of EHAs
- Bespoke Early Help training delivered to Early Years services, Police and Health Visitor service
- Education training has been delivered to 150+ Children’s Social Care staff and managers.

This work is having positive impacts on the volume and reach of Early Help across the county:

- Year-on-year increases in completion of early help assessments and increased TAF processes:

	2017/18	2018/19	2019/20	2020/21	2021/22
Total EHAs	1233	1480	1935	1825	2938

- Increase in the number of children supported at an early help preventative level (June 2022)
 - 1082 supported by Locality Community Support Service
 - 709 support through Community TAFs
 - 1791 total children supported at Early Help Preventative level

Covid-19 pandemic

It is well known that Covid-19 and associated lockdowns impacted on organisations ability to deliver their full ranges of services. Organisations in all sectors across the

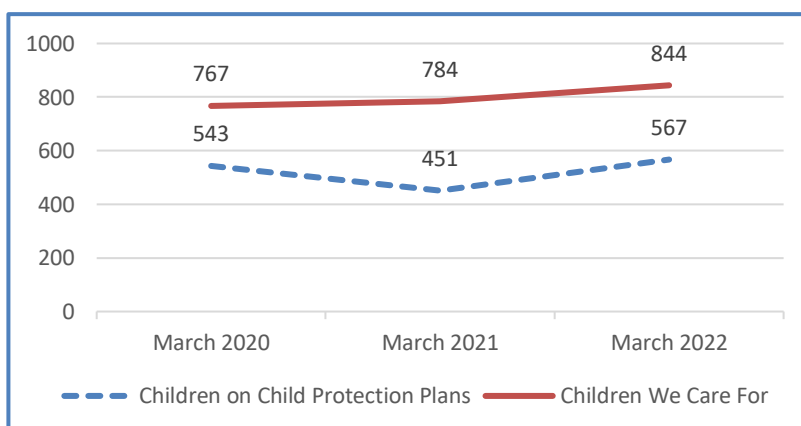
country were, and continue to be impacted, by the pandemic. Partners report that specific challenges on the ability to deliver early help services include:

- Diversion of key staff to deliver frontline services in direct response to the pandemic, for example supporting people that were shielding and delivery of covid vaccinations
- Inability to deliver face-to-face support (including some in-reach support in schools and other settings) due to lockdowns, temporary closures and covid outbreaks
- Reduced ability for close working between partner organisations
- Workforce challenges including
 - difficulty to recruit during pandemic
 - induction and training challenges
 - increased sickness
 - increased stress and reduced resilience of staff due to intensive workload

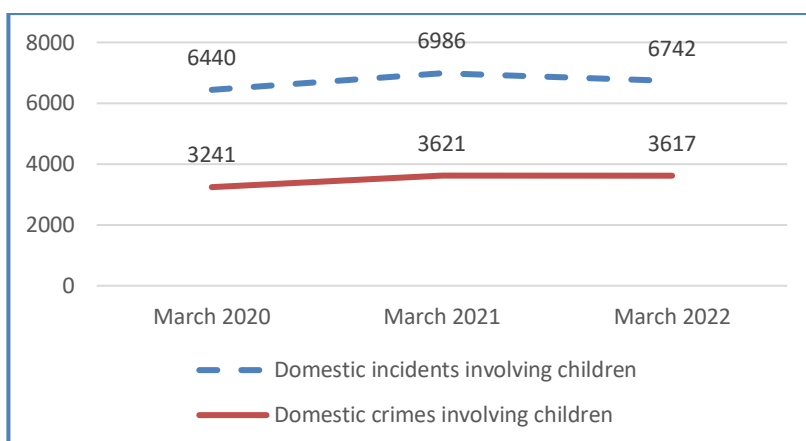
Impact on Children, Young People & Families

The impact on children, young people and families is wide-ranging, some key insights from the pandemic are highlighted below:

- More families are being identified as ‘universal plus’ through the Health Visiting Service – families who would have ordinarily managed self-help or had help from extended family, have not had this support due to the pandemic
- The number of children on child protection plans and children we care for have increased since the start of the pandemic



- Domestic crimes and incidents involving children have also increased during this period



- Ongoing increase in number of contacts received by the Multi-Agency Safeguarding Hub (MASH)
 - 2019/20: 18,192
 - 2020/21: 23,930
 - 2021/22: 28,262
- After removing housing costs, 1 in 5 children in Oxfordshire are estimated to be living in poverty – within Oxford City this figure rises to a quarter of children
- The take-up of 15hrs free early education fell during the pandemic, meaning more children started school in September 2021 not having been to nursery or preschool:
 - Take up for eligible 2-year-olds dropped from 70% in 2020 to 62% in 2021.
 - Take up for 3-year-olds dropped from 92% in 2020 to 84% in 2021.
- Prior to the pandemic it was estimated that up to one in five women and one in ten men were affected by mental health problems during pregnancy and the first year after birth¹. Research is starting to highlight the impact of the pandemic on perinatal and infant mental wellbeing. Isolation, lack of social support, financial concerns and limited access to services have all contributed to a rise in emotional health issues in the perinatal period².
- Anecdotal feedback from Oxon Perinatal Mental Health Champions is suggesting that the impact of the lockdown from January – March 2021 was more severe for families, with an increase in parents reporting that they are feeling low, depressed, or anxious.

Looking forward – 2022-23 and beyond

While there is a lot of good joined-up multi-agency work going on in Oxfordshire and our reach and impact of early help is increasing, we recognise that there is still a lot of work to do as illustrated by the below statistics.

In 2020/21 in Oxfordshire:

¹ National Institute for Health and Care Excellence: <https://www.nice.org.uk/guidance/cg192>

² Best Beginnings, Home-Start UK and The Parent Infant Foundation 2020; Dibs et al 2020; Vallon et al 2021

- 60% of children on Child Protection or Child in Need plans received no early help support prior to going on a plan.
- If a child or family needed help, they are 3 times more likely to be assessed by a social worker than have an early help assessment.
- There were around 12,000 children living in poverty³ (excluding housing costs), while only 1825 early help assessments were completed.
- 123 early help assessment were completed per 10,000 population of people under the age of 18. The national average was 202 assessments⁴.

This results in many families not getting the early support and help they need in a timely way which in turn causes stress and escalation of difficulties for the family. The delay for some families in timely appropriate early help means that their needs escalate to a point where they require a statutory service which could have been avoided if appropriate early help had been provided.

Given all the hardships that families have faced through covid and will continue to face given the additional pressure which will be brought to bear through the cost-of-living crisis, the Children’s Trust and partners are committed to “building back”, the delivery of early help support, and timely early help interventions are key to this.

We want to continue to build on the early help services already available (as detailed in Annex B) and align this work with the findings of the Independent Review of Children’s Social Care and the new government initiative to create Family hubs.

Family Hubs

Following a review into improving the health and development outcomes for babies in England the government published ‘*The Best start for Life: A vision of the first 1001 days*’ report in March 2021. The report sets out to ensure that the youngest members of society – and the families who nurture and care for them – are given the help and support they need.

To achieve change, 6 action areas were identified:

- Seamless support for families
- A welcoming hub for families
- The information families need when they need it
- An empowered start for Life workforce
- Continually improving the Start for Life offer
- Leadership for Change

The government has since committed to championing family hubs, putting them at the heart of their vision, as a way of bringing existing family help services together to improve access to services, family connections, services, and providers, while putting relationships at the heart of family help.

³ Oxfordshire Joint Strategic Needs Assessment

⁴ ADCS- Annual Safeguarding Report 2021

Family Hubs are designed to offer families, children, and young people (0 - 19/25 for children with special educational needs) somewhere to access a range of support services, which can include early education and childcare, mental health support, meetings with health visitors or attending parenting classes, counselling, or advice for victims of domestic abuse.

The family hubs model aligns with the Children's Trust priorities as set out in 2022-2023 Children and Young People's plan in bringing together health, social care and key partners and will be vital in providing co-ordinated early help support to children and their families.

Independent Review of Children's Social Care

Central government commissioned an Independent Review of Children's Social Care in 2021, the review team lead by Josh MacAlister published its final report on 23 May 2022. The review describes a once in a generation opportunity to reset children's social care and describes several key recommendations to enable this to happen.

Key to this is a shift from crisis intervention work to providing more early support to families. All agencies need to recognise their role in this work and the need to take preventative action and provide early help support as soon as it is identified that a family may need struggling.

Children & Young People's Plan - 2022-2023

Early Help Action Plan

In May 2022 the Children's Trust Board approved the Children and Young People's Plan for 2022-23 which has Early Help as its focus. It focuses on the following four priorities:

- Early Help: Mental Health & Wellbeing
- Early Help: 0–5-Year-olds
- Early Help: SEND Early Intervention
- Be Supported

Objectives, key actions and expected outcomes are also documented in the plan along with details of the lead organisations for each action and when progress will be reported to the Children's Trust. The plan on a page is available in Annex A.

As Oxfordshire still has comparatively low numbers of early help assessments being used to support families, there remains the need for a cultural shift across the health and social care system in which early help assessments are viewed as a helpful multi-agency tool to use to understand a family's story and look to provide appropriate support to the family at the earliest opportunity.

The plan sets clear objectives for all partners in relation to the delivery of early help services. Partners are asked to:

- Dedicate senior leaders within their agencies/services to the Early Help agenda and review their agency's current early help resource.
- Identify issues and concerns for children and families early so that they can be addressed promptly and without the need for statutory interventions if that is not necessary or appropriate.
- Ensure that early help support is at the least intrusive level and designed to support families continue to develop and thrive.
- Use early help assessments (via the Strengths and Needs form) to develop a holistic, co-ordinated multi-agency intervention where on organisation alone cannot fully support the problems a family is facing.

The expectation is that this will lead to

- Senior strategic leadership and increased resourcing in place for early help so that fewer children are supported by statutory services.
- Agreed targets for completion of EHA's that will see an increase in completed EHAs in Oxfordshire to 5,000 by April 2023 and 10,000 by 2024/25
- 250 more staff trained to deliver EHAs
- Reduction in children needing assessments for Education Health Care Needs, CAMHS or Children's Social Care statutory support improvement in Good Level of Development because their needs have been addressed at the earliest opportunity
- Staff confident to deliver mental health and well-being interventions, promote whole family working, signpost on as appropriate.

To achieve this partners are being asked to:

- Review their senior leadership and resource levels to early help and report both this and achievement on targets for their agency EH Assessments to Childrens Trust Board.
- To identify resource to ensure front-line staff/ designated staff across all our services are trained in the early identification and support that can be offered in relation to mental health and well-being, attachment, trauma informed and whole family working including parental conflict by:
 - Scoping what is in place
 - Adapting existing resources and designing training
 - Planning delivery of training and/or train the trainers.

Partners are currently being asked to complete agency and service plans as outlined above and submit them to the Children's Trust.

Conclusion

A top level, multi-agency strategic approach is needed to build our early help resource, so that we address difficulties that families experience earlier. This requires strategic ownership by all partners both to lead and resource this agenda. This has been agreed as a top priority for the Children's Trust Board and is driving the Children and Young People's Plan for 2022/23. *OSCB has also identified intervening earlier as a key safeguarding issue in the Annual Report for 2021/22 and fully supports the approach outlined in the Children and Young People's Plan.*

Annex A – Children and Young People’s Plan 2022-23

CHILDREN AND YOUNG PEOPLE’S PLAN YEAR 5 - 2022-23: Focus on Early Help					
Priorities	Objectives	Actions	Outcomes	Lead	Children’s Trust Report
Early Help & Mental Health & Well-Being	To ensure all partners on the board dedicate senior leaders to the Early Help (EH) agenda and review their agency’s current resource.	Each agency to review their senior leadership and resource levels to early help and report to Children’s Trust Board and report on targets for their agency EH Assessments.	Senior strategic leadership and increased resourcing in place for early help so that fewer children are supported by statutory services.	Each partner agency	Sept 2022 and March 2023
	To identify issues and concerns for children and families early so that they can be addressed promptly and without the need for statutory interventions if that is not necessary or appropriate.	To increase the number of Early Help Assessments (EHAs) to 10,000 by 2024/25.	Pooled resource for Early Help. Increase in EHAs to 5,000 by April 2023; 250 more staff trained to deliver EHAs	EH Board via EH Strategic Lead	
	To ensure that Early help support is at the least intrusive level and designed to support families continue to develop and thrive.	To identify resource to ensure front-line staff/ designated staff across all our services are trained in the early identification and support that can be offered in relation to mental health and well-being, attachment, trauma informed and whole family working by: <ul style="list-style-type: none"> • Scoping what is in place • Adapting existing resources and designing training • Planning delivery of training and/or train the trainers. 	Reduction in children needing assessments for Education Health Care Needs, CAMHS or Children’s Social Care statutory support and improvement in Good Level of Development because their needs have been addressed at the earliest opportunity Staff are confident to deliver mental health and well-being interventions, promote whole family working, signpost on as appropriate.	Children & Young People Mental Health and Well-Being Project Board via Head of Public Health Programmes & Lead Commission-er Start Well	
Early Help & 0-5 year olds	To use an Early Help Assessment to develop a holistic, co-ordinated multi-agency intervention where on organisation alone cannot fully support the problems a family is facing.				
Early Help & SEND Early Intervention					
Be Supported	To ensure the partnership listens to and learns from the views and feedback from children and young people, aged 8-18yrs and up to 25yrs with additional needs, about how supported they feel by the services they access in Oxfordshire.	Complete the fourth annual ‘Be Supported Survey’ in 2022 ensuring that it engages the children and young people who are most vulnerable and use our services.	The partnership listens to, learns from and responds to what children and young people tell us and can demonstrate this in plans and actions.	County Council Engagement & Consultation Team	Verbal - May 2022. Full report late May/ early June

Annex B – Early Help Offer in Oxfordshire

This annex provides details of the early help services available in Oxfordshire, split by providing organisation/sector.

While the list is detailed it is not exhaustive and is provided to offer an overview of the types of services available.

Health Visitors (0-5yrs) and Family Nurse Partnership

- Family Nurse Partnership provide an intensive 2-year licenced programme to 200 < 19-years Teenage Conceptions. At 2 years of age, they transition to Health visiting on a universal partnership level of service. they receive an additional health review at 3.5 years
- Best Start in Life (1001 Days) & School Readiness ready to learn and delivery of the Healthy Child Public health programme
- Working with families to address the 6 High Impact Public Health Areas: Transition to Parenthood, supporting maternal and family mental health, Breastfeeding, supporting healthy weight and nutrition, improving health literacy, and managing minor illnesses and reducing accidents, supporting health wellbeing and development; Ready to learn, narrowing the ‘word gap’. Promoting immunisations
- Provide 5 Mandated universal Health Promotion and Developmental Reviews. These provide opportunity to identify emerging needs in children and work with the family and partner agencies to address those needs to ensure children reach their full potential:
 1. Antenatal contact after 32 weeks gestation using promotional guides/conversations
 2. New Birth visit between 10-14 days including feeding assessment
 3. 6-8 weeks including Maternal Mood and feeding assessment
 4. 1 Year – Ages and Stages questionnaires
 5. 2 Year – Ages and Stages Questionnaires
- Appointment based well baby clinics – to reinstate drops ins as restrictions change
- Fortnightly MMH virtual drop in (Breathing Space)
- Knowing me Knowing you –virtual 6-week support programme for mothers with low to moderate depression and/or anxiety.
- Early Days Virtual 5-week Health promotional programme for new mums – with babies aged 12-20 weeks
- Enhanced universal health promotional groups (3 sessions) at 6months,18 months and 3.5 years. this is to support school readiness

- Early help interventions/care packages e.g., breastfeeding, toileting, behaviour, parenting, sleep, healthy eating, PND listening visits, speech and language support.
- Complete early help assessments to gain a holistic view of the family's needs and work with the families and partner agencies to try to find solutions to the issues identified.
- Participate in and often take the lead professional role in Team Around the Family.
- Provide families with evidence-based information and signposting so they can make informed choices for their family
- ChatHealth ParentLine 0-4 – online messaging service launched 14th Feb
- Discharge from health visiting records review and transition pathway to school nursing for those children requiring continual support post 5 with health needs
- Provide a link HV team to every early years setting to work collaboratively and support settings with health-related issues
- Work in partnership with Children Services and other partner agencies contributing to and supporting children and families who require Child in need and Child protection support.
- Make Every Contact Count (MECCs)
- HV SEND pathway for families with children with special educational needs and/or disability with enhanced contacts.

School and College Health Nurses (5-19yrs)

- Secondary and college nurses are based in educational establishments, and easily accessible to provide early help interventions with young people
- Provide a range of services and support for early identification of need, with key work delivered in the 6 high impact areas: supporting children with medical needs in school, supporting resilience and wellbeing, healthy behaviours and risk taking, supporting healthy lifestyles, supporting vulnerable young people, and improving health inequalities, supporting children with complex and additional needs, supporting self-care, and improving health literacy.
- ChatHealth- ParentLine – messaging service for parents and carers of children aged 5 -11yrs all messages responded to within 24 hrs/next working day.
- ChatHealth - messaging service for young people 11-19yrs in school holidays - all messages responded to within 24 hrs/next working day.
- Work with parent/carers, HVs and schools to identify vulnerable children and support their transitions, for children discharged from HV service, moving to secondary schools, or leaving education.

- Undertake health assessments and make referrals to appropriate agencies
- Secondary schools – provide drop-in and open-door access for young people, ensuring early advice for all health-related matters, especially sexual health and contraception.
- Deliver Health Promotion sessions individually, in groups and in whole school assemblies – including healthy lifestyles, sexual health, healthy relationships, building and developing resilience, alcohol and drug advice and smoking cessation.
- Deliver the National Child Measurement Programme for children in Reception and Year 6 classes with an offer of support for families with children who are over, or underweight.
- Work with senior school staff to identify needs in secondary schools and colleges, to inform the School Health Improvement Plan (SHIP) and College Health Improvement Plans (CHIP)
- Work collaboratively with schools and other agencies to address identified issues within a Community Around the School Offer (CASO)
- Complete early help assessments to gain a holistic view of the family's needs and work with the families and partner agencies to try to find solutions to the issues identified.
- Contribute in schools to Team Around the Family.
- Provide children, young people and families with evidence-based information and signposting so they can make informed choices for their care
- Work in partnership with Children Services and other partner agencies contributing to and supporting children and families who require Child in need and Child protection support.
- Make Every Contact Count (MECCs).
- SHN/ SEND pathway for families with children with special educational needs, contributing to EHCPs.
- Newsletters with health advice to parent/carers sent each term
- Newsletters to secondary students sent twice a year, college newsletters sent three times a year, with public health advice and evidence-based links and websites, to empower young people to access services and care for themselves.
- Newsletters for families with children who are home educated.

Schools

Each school's Early Help Offer will differ depending on the needs identified by the individual school or school partnership. Below is an overview if the type of services available in schools in Oxfordshire:

- Identifying emerging needs in children and young people and work with the family and partner agencies to address those needs to ensure children are in school and able to learn
- Utilising school-based resources to support children and families
- Where children require safeguarding support referring to appropriate agencies in a timely way
- Complete early help assessments to gain a holistic view of the family's needs and work with the families and partner agencies to try to find solutions to the issues identified when school is the most appropriate professional
- School Meetings with children, young people and parents/carers which are led by appropriate school professionals i.e., pastoral care, attendance or curriculum, to address needs and support
- Host, take part in, and support the lead professional (where primary need lay) in Team Around the Family meetings providing there is a multi -agency approach.
- Promoting good attendance and punctuality
- Promoting good behaviour, respect and responsibility
- Promoting self-awareness, emotional and mental health
- Developing and personalising Behaviour Support Plans
- Identifying Special Educational Needs
- Supporting children with disabilities
- Supporting CWCF with PEPs
- Working alongside Children Services and partner agencies contributing to and supporting children and families who require Child in need and Child protection support.
- Working alongside CAMHS in-reach to support children, young people and parents/carers in the school setting. where need exceeds capacity, this is difficult to manage in a small school.
- Developing children's awareness of substance misuse, online safety and exploitation (e.g., Safeguarding Children in Banbury project)
- Protective Behaviours work to keep children safe
- Anti- Bullying education
- Signposting families to Foodbank, community fridge and appropriate voluntary sector organisations
- Links with church, mosques and faith groups, voluntary and community sector organisations to support families
- Initiating community around the school processes to ensure community resources are co-ordinated to support children and families where this is required
- Supporting transition to secondary school

Early Years - Private, Voluntary Settings, Nurseries and Childminders

- Partnership working with Health visiting team offers a clear pathway for school readiness and linked Health visitors are named on easily accessible, dedicated webpage.
- Take up of Funded 2-year-old places & attendance of vulnerable children is a priority in Early Years settings
- Using schools and pre-school-based resources to support children and families when early needs are identified (Early Years Toolkit supports early identification)
- With the support of the LCSS team settings and childminders to complete early help assessments and Team around the Family processes
- School Readiness strategy has a focus on Strong Home Learning Experiences, Early Engagement, High Quality Provision and Information sharing and High-Quality Transitions – promoting Early Help to settings
- Stay and plays, Baby groups and Parent groups are a focus for Early Help work to encourage the take up of the Early Help offer

Locality and Community Support Service

The role of Locality and community support services (LCSS) is to work with professionals (including community and voluntary partners) and provide the following services:

- Advice and guidance to all community professionals who have concerns about a child or family and ensure that timely services are provided to that family to prevent escalation of difficulties that could then require statutory intervention
- Be a named link worker to specific organisations for example schools, nurseries GP's
- Offer "No Names Consultation" service which enables professionals to talk through concerns for children where there is no consent from the family.
- Support professionals when a MASH enquiry does not lead to a Statutory Children's Services referral to ensure that early help assessment (using a Strengths and Needs form) and Team Around the Family (TAF) processes are in place within the community
- Support professionals to access targeted support within Children's Services to ensure children get the right support at the right time
- Review all Strengths and Needs forms and support professionals to complete them where appropriate, and offer feedback to support on-going professional development

- Provide support to Lead Professionals, including the provision of advice and attendance at Team Around the Family meetings where appropriate
- Deliver early help assessment (including use of Strengths and Needs form) & Team around the Family training to ensure plans are child centred and family focussed. In addition, the team will facilitate local network and training events in response to your area's need
- Share information of the services/resources available to partners which can be used to support children and families within their locality
- If the family has an EHA/TAF and non-immediate safeguarding concerns arise that require a referral to Children's Social Care (CSC) the LCSS worker, if in support, will initiate this referral into CSC.

Targeted Early Help

Targeted Early Help (TEH) provides timely support and interventions for and with vulnerable families. Key outcomes include supporting families through important transition periods, connecting families to relevant services and development parental confidence to meet the needs of their children.

We are a family-focused service determined to improve outcomes for children in the family context. We aim to provide the right support at the right time to help children and families overcome their difficulties. We support practitioners to deliver meaningful interventions and create lasting change through the use of Motivational interviewing and trauma informed practice. Children are supported within their own family/community wherever possible; their identity and sense of belonging are nurtured and respected.

Key working

Targeted Early help offers a keyworker to children and their families. It involves regular visits into the family home for both assessment (EHA) and interventions purposes as well as seeing children on their own. The targeted Early help key worker will facilitate regular TAF meetings and undertake lead practitioner role where appropriate. Targeted Early help oversee and complete all missing person return home interviews of those who are not known to statutory social work teams.

Group programmes

Targeted Early Help core offer includes group-based interventions, parenting programmes and direct work with children.

- Take 3 Programme – support for parents with secondary age children
- Family links – for parents of children under 11 years
- Own my life – Support for victims of domestic abuse
- Inspiring Families – Support for couples who remain together despite parental conflict.
- Safer Together – protective behaviours programme for children ages 5-11.

- Triple P – online ‘workshop at home’ parenting intervention.
- Implementation of ‘Day Programme’ – domestic abuse intervention for young people.
- Parents as Partners (PaP) – 16-week programme for together or separated parents who wish to improve their relationship to the benefit of their children.
- The Day Programme – A digital programme for young people to learn and develop their understanding of healthy relationships

Oxfordshire County Council Education Services

- Representation and delivery at Early Help networks.
- SENSS Advisory Services for schools to best serve children with additional needs. Also available for C&I training for professionals.
- SENDIASS information advice and guidance for parents of children with additional needs
- In Year Fair Access inclusion panels x 4 each six weeks to broker places for children returning from Alternative Provision and Managed Moves with EHAs built into process.
- Early help assessment advocacy built into all Learner Engagement processes pertaining to exclusions, suspension, and attendance and available on website for schools and partners.
- Learner Engagement Officers charged with engaging in TAFs and Core Groups for vulnerable children
- Early help assessment advocacy built into Learner Engagement strategic work plan for 2020-21 and 2021-22.
- Attendance Officers and Exclusions & Reintegration Officers made available to take their place at CASOs as required
- Senior Education lead on Safeguarding in Education OSCB sub-committee
- Early Help strategy describes corporate scrutiny of exclusions, attendance, reintegration attendees, SEN Support inclusion, Children Missing Education
- Learner Engagement strategy describes timely use of Early Help through EHA and TAF
- Oxfordshire Schools Inclusion Team (OXSiT) advocacy of Early Help as a pathway for vulnerable pupils, especially with additional needs including social emotional and mental health needs
- Education Psychologists, School Improvement Officers and SEN Officers available to Social Workers and LCSS Workers for training on SEN&D regarding latest research re QFT approaches, most effective interventions, curriculum, and assessment issues.

- Attendance training developed through the OSCB training offer termly. Attendance briefings delivered x 8 to Early Help and Children's Social Care managers and front-line workers.
- Head of Service engaged with Professor Jan Howarth Neglect work.
- Head of Service Learner Engagement co-chairing the Early Help/Neglect/Attendance task and finish group.
- Head of Service Learner Engagement chairing the disproportionate Black and mixed heritage pupils' exclusions and suspension task and finish group.
- Head of Service Learner Engagement a member of PAQA.
- Education Inclusion Manager leading the education sub-group following Jacob CSPR.
- 3 members of Education SLT on the Education sub-group of Education Safeguarding subgroup.
- Head of Service Learner Engagement leading for Education on Domestic Abuse strategic group, VRU strategic group and YJES Emerald Management Committee.
- Full Restorative Practice suite of training and support developed and available for all schools in Oxfordshire.
- Mental Health & Well-being resources pulled together and promoted to all schools.
- Significant training has led to a more cohesive approach between Early Help Team / Assessments and the SEN Casework Team. Where an early help assessment is identified as being needed as part of the EHCNA process, this is now being carried out to feed into the assessment process, rather than previous practice which was to state an early help assessment was required. This is a more holistic and joined up way of working.

Family Information Service

The Family Information Service is an important provision in relation to early help. It provides a universal offer of information, advice and guidance on services and support for children, young people and families.

The Family Information Service [online directory](#) is a crucial tool in helping practitioners and families by providing a centralised information resource listing services and support available across Oxfordshire. Including:

- Finding and paying for childcare
- Early education entitlements
- Play and leisure for children, young people and families
- Support for families with disabled children
- Family and parenting support

The directory currently has over 5000 records listed and relies on organisations to provide details/updates of their services by [registering on the directory](#).

Targeted Youth Support Service

The focus of the Targeted Youth Support Service is to support young people before problems get worse. Our Youth Workers will work with young people to assess their needs, set goals and aim for positive and sustainable outcomes. For the service to support young people effectively, it is important that the relationship between the young person and Youth Worker is based on trust and respect.

The service will provide targeted interventions to children/young people identified as showing signs of disruption through adolescence though eg low school attendance, exclusion from school, isolation, difficulties with peers

The Targeted Youth Support Service can work with young people aged 11-18 (25 SEN or care leavers). With the young person's consent referrals can be made for the following:

Group work for YP preventing and addressing issue such as

- risk of knife crime involvement
- struggling with school attendance
- issues following covid lock downs, especially around behaviour in schools, relating with peers
- mental well-being

Referrals can also be made for individual 1-2-1 interventions and mentoring programmes with youth workers.

The service staff will be offering detached youth work in 'hot spot' areas across the county when there is identified negative behaviours of young people within a community, risk of violence has increased, or community cohesion is required following incidents. Diversion and engagement opportunities with youth workers will be the focus of this work to support community resilience.

Voluntary and Community Sector

The voluntary and community sector in Oxfordshire is vast with over 160 organisations working with children and young people and over 900 people signed up to the Sector Insider monthly newsletter. Plus, a large number of early years' providers, including 170+ individuals signing up to the Oxon VCS Early Years Network since Autumn 2020. Spread across the county these groups and organisations provide essential preventative services and support services. There are local networks and partnerships in Oxfordshire that coordinate work across different themes, with many of these linking to national networks and expertise.

Partnerships and Infrastructure support:

- Oxfordshire Youth's Changemaker Network– capacity building, support and development for the youth sector across Oxfordshire. Sector Insider newsletter reaches over 1000 contacts in the sector.
- Children and Young People's Forum – voice and representation of over 85 organisations feeding into strategic boards in relation to children and young people, including The Children's Trust Board and OSCB. This includes a bi-monthly direct communications reach of 165 organisations.
- Early Years Network – capacity building, support and development for the VCS EY sector, including newsletters and Zoom training & networking meetings on topics requested by early years providers (often lockdown/Covid guideline related 2020-21), also feeding into the Children's Trust Board via elected EY VCS representative.
- OX4 place based EY alliance of EY providers in OX4, growing out of EYN
- SVEN multi agency partnership focused on sexual violence and exploitation
- Youth Compass Partnership (led by Oxfordshire Youth – a partnership across the VRU funded programmes, providing oversight of the navigator model and youth work interventions to prevent young people from engaging in criminal activity
- New - Children and Young People's Mental Health and Wellbeing Partnership (CYPMHWP) – working to strategically join up mental health and wellbeing provision in Oxfordshire.
- Youth in Mind partnership that produces a large scale multi agency conference and the Youth in Mind Guide.
- Youth in Mind Guide – a guide to all organisations in Oxfordshire that provide social and emotional support for children and young people in Oxfordshire.
- CAMHs third sector partnership providing wellbeing support for 11-17.
- Mental Wealth Academy partnership providing wellbeing support for young people aged 18-24

The partnerships above are linked with schools, local authorities, health and police. The sector works across 0-25 to provide safe spaces, trusted adults and support from early years support all the way through to 25-year-olds. These organisations focus on prevention and early intervention supporting social and emotional wellbeing, school attainment, school exclusion, and movement into education, employment and training. Many of these organisations work with children, young people and families who experience multiple trauma and tackle the many economic and social inequalities that exist in Oxfordshire's communities.

Faith Sector

Wide ranging support in local communities which may include:

- Stay and Play sessions for parents and children under the age of 5
- Youth provision such as holiday activities and youth groups

- Support with food banks
- General befriending, 1-2-1 and grief support
- Signposting to formal support
- Galvanising communities to support one another

District, Town and Parish Councils

Cherwell Area

- Physical Activity & Leisure – positive opportunities / preventative services
- Youth Activators – Specific Early Years programme in early years settings
- FAST – Family provision for the whole family offering free and heavily incentivised opportunities to be active as a family along with resources and equipment
- Arts Development – Funding Creative Education Partnerships in Cherwell
- Parks / Countryside sites
- Provide Funding Pots (small)
- Health / Active lifestyle promotion and resources
- Grants – co-ordinate bids and offer small funding (spark funding)
- Affordable Housing – tenancy support
- Community Centres / Outreach / Family support intergenerational work
- Preventative Services
- Brighter Futures, an initiative facilitating a multiagency approach to innovative working in the most disadvantaged communities in Banbury
- Nature Connectivity for wellbeing (muddyfeet & homestart)
- Liaison role with Early services in Cherwell (Bicester)
- Community Safety provide partnership oversight of Anti-social Behaviour, Child Exploitation and County drugs Lines, Modern day slavery

Oxford City

- Working strategically with other key stakeholders to develop an integrated front-line locality-based service delivery offer.
- Community Impact Zone: - Oxford City and County Council, Thames Valley Police work in partnership exploring opportunities to work together, and deeply resources more effectively. The scope of works includes how partners collaboratively create more opportunities for children and families in four key wards to address intergenerational inequality.
- Oxford City Council funds a targeted schemes for young people free swimming sessions and lessons.

- A subsidised leisure offer for younger people, and those least able to afford to participate.
- Youth Ambition is a part of the Active Communities Team at Oxford City Council. The work they do links into the Council's corporate priority to Support Thriving Communities and delivers the Youth Ambition Strategy. The aim of Youth Ambition is to build meaningful relationships with disadvantaged young people aged 10-21 years old, (or up to 25 if they have physical or learning difficulties), who are from Oxford's regeneration areas. They engage with young people through youth voice activities, youth clubs, multi-sports sessions and detached work in a variety of settings. They also work in partnership with other voluntary, community and statutory organisations.
- Review of the Council's grants programme to better align Big Ideas grants with our Council priorities and the needs of local communities due to the impact of COVID-19.
- As part of the strategic grants review, launched a Community Impact Fund with specific criteria around supporting children and young people
- Inclusive and accessible community facilities including leisure centres the ice rink and Hinksey heated Outdoor Pool, Blackbird Leys, East Oxford and Rose Hill Community Centres, Museum of Oxford and The Town Hall.
- Events held on an average of 300 days a year in OCC event spaces.
- Over 2,000 young people and their families and 38 older people living with Parkinson's and their carers/families are involved in Dancin' Oxford's outreach programme this year.
- Over 40 organisations are actively involved in the cultural partnership networks.
- Used campaigns to change behaviour such as #MovewithMayorMark, Go Active Families and GO Active Outdoors to increase levels of physical activity.
- Diverse community and youth involvement in developing relationships with Oxford's twin cities
- Work with key stakeholders and partners to make parks and leisure centres and green spaces fully accessible.
- Work with community associations across the city to enable them to become more inclusive and representative of the communities they serve from a governance perspective.
- Work closely with health partners to ensure the vaccination is accessible to and embraced by our most vulnerable residents.
- Play and Leisure – positive opportunities / preventative services
- Arts Development – Funding Creative Education Partnerships in Cherwell and City
- Affordable Housing – tenancy support
- Community Centres / Outreach / Family support intergenerational work

- Community Safety provide partnership oversight of Anti-social Behaviour, Child Exploitation and County drugs Lines, Modern day slavery, Domestic Abuse.
- We have a school sports development officer who works closely with both primary and secondary schools in the City around opportunities to get young people more physically active. This includes a fun based play activities such as 'Create' that build in physical activity and learning.

South Oxfordshire & Vale of the White Horse Area

- Play, Leisure and Physical Activity – positive opportunities
- Real Play – facilitating play between parents and their children in pre-schools and children's centre.
- Explorer – orienteering sessions for families
- YouMove – cross county initiative with families on low incomes to encourage activity.
- Mother and baby Yoga and Buggy Walks
- Yoga sessions for 6th form students
- Community Hub can signpost residents to local VCS help including food banks, it has also sent out emergency food parcels for those in financial hardship and any concerns from the logistics team will be raised with our safeguarding leads.
- Provision of community centres
- Community Food Networks and Draft Oxfordshire Food Strategy
- Community Safety links into anti-social behaviour and funding provided for Didcot Train, Damascus, Sofea, Nomad, Thame Youth Café, YOCO) who work with complex vulnerable young people by providing positive pathways.
- Arts Development projects working with young people from early years to secondary school children offering access to the arts to encourage social interaction and play for children who have grown up in lockdown and to help older children deal with mental health issues.
- Delivering subsidised workshops in schools and arts activity for school refusers in partnership with VCS.
- Community Grants – The community grants portfolio has awarded grants to a wide range of organisations delivering early help projects and services across the district including to early years settings and family centres.

West Oxfordshire Area

- Leisure development opportunities – strong SEND programme in West in conjunction with Leisure centres and WOSEND community organisations
- Arts projects – projects in major settlements using Public art funding
- Play areas and access to countryside

- JTAC established to share concerns and mobilise support
- Grants available to groups supporting vulnerable families including new services (of varied scale)
- Affordable Housing – homelessness/vulnerable families tenancy support
- West Oxfordshire Youth forum (plus routes emerging after Youth Needs Assessment)
- A number of Town and Parish councils funding youth work and youth organisations directly in local areas/villages/towns
- Community Builder role in Witney South ward working in strengths-based way with residents
- Locality based networks in major settlements bringing together VCS and local providers from ground up – e.g., Witney Forum and Carterton Connects
- Mental health network in West bringing together mental health service providers to share challenges, experiences and good practice.
- Household Support funding to provide support to cover food and energy costs
- You Move programme to be rolled out across the county
- Holiday Activity and Food programme across the county
- Housing Team regularly attends Multi-agency Early Help Meetings to provide housing advice and to signpost

Thames Valley Police

Thames Valley Violence Reduction Unit (VRU)'s Early Intervention & Prevention workstream is driving a shift in focus toward earlier interventions which provide education, support, build social skills and aid decision-making, and help to build resilience and change behaviours. The VRU is supporting initiatives where there are opportunities for innovation, scalability and wider application and where there are opportunities for longer-term sustainability beyond short-term centralised funding. This has included providing increased interventions which are universal and open to all, such as increased educational inputs at schools. Also, developing more targeted interventions for those identified as being either at risk (such as to exploitation) and of risk (those who may already have committed violence offences).

Thames Valley Violence Reduction Unit has previously invested in some initiatives within Oxfordshire that provide preventative and early intervention work within school and community settings. Whilst Oxfordshire is not the focus of significant new investment from the VRU for 2022-23, there is ongoing legacy work that continues in the county, including:

- PSHE-accredited resources which have been funded and developed by the VRU for Key Stages 1-3 are available to all School Police Officers
- Offer of trauma-informed training and support to all schools across the County from the Violence Reduction Unit

- Children Heard and Seen – police investigators are obliged to refer to the charity when a custodial sentence is imposed or highly anticipated for an adult with child/ren. Rolled out county-wide, Children Heard and Seen undertake a home visit to the family and offer ongoing support
- The VRU-funded Compass Partnership provide diversionary and early intervention support to children on the fringes of criminality and exploitation. Organisations involved are Oxfordshire Youth, SOFEA and Raw.

Thames Valley Police also contribute towards early intervention and support to children across Oxfordshire.

- Police Schools' Officers support specific individuals and work with the schools' management teams where concerns emerge around students
- Schools PCs attend In Year Fair Access Panels (IYFAP) to try and ensure schools have accurate information about Police recorded concerns to help inform proportionate decision-making
- Trained Restorative Justice practitioners work in some schools following a specific incident and hold a formal RJ meeting within 48 hrs to reduce the need for extended fixed term exclusion whilst police investigate. This is funded by the LPAs
- Agreed local information sharing with Operation Encompass to improve the responses between the police and schools where a pupil is at risk of domestic abuse. 100% of schools across Oxfordshire have signed up to this process
- The Community Impact Zone (CIZ) aims to create more opportunities for children and families in the four key areas of Cowley Marsh, Cowley, Blackbird Leys and Northfield Brook. This work is jointly funded by Oxfordshire County Council, Oxford City Council and Thames Valley Police. The CIZ is working with communities, organizations and local authorities to support local people to thrive, encourage people to participate in and shape their community, and tackle inequality and increase social mobility by working to change the system

Children & Adolescent Mental Health Service (CAMHS)

Oxford Health, in partnership with a number of third sector partner agencies (Autism Family Support Service, Response, Synolos, Trax, RAW, Oxford Youth, BYHP, Sofea, Ark-T) has been commissioned to deliver the Child and Adolescent Mental Health Service (CAMHS) in Oxfordshire.

The clinically led model for Children, Young People (CYP) and families was informed by the recommendations from the Future in Mind report (2015) from the National CAMHS Taskforce. Feedback was also gathered from CYP, parents/carers and professionals and is designed to provide an evidence-based approach which will lead to the best possible outcomes for CYP and their families.

Single Point of Access (SPA)

The SPA is the initial contact for all CYP, families and professionals, wishing to access Oxfordshire CAMHS. The team provide consultation, promoting a self-help approach when appropriate, giving advice, support and expertise. When required, the team will identify the most appropriate CAMHS pathway to provide assessment and, if needed, evidence based therapeutic interventions until their 18th birthday. The aim is to make it easier to find and access help. SPA aims to streamline the process to ensure the right support is accessed within the most appropriate team, in a timely way. This may be within CAMHS, or by accessing support from the wider community, e.g., charities or school-based services.

School In-Reach

The core focus for this team is to deliver School In-Reach into secondary schools (up to 4 hours per week per school from an identified worker). The School In-Reach team works closely with the School Health Nursing (SHN) service and the Locality Community Support Service (LCSS) to provide a coordinated approach to schools.

School In-Reach aims to promote mental wellbeing, identify concerns and any signs of mental health difficulties at an early stage (supporting access via SPA to CAMHS). School In-Reach promotes resilience and aims to enable school staff to best support their pupils.

Secondary schools are encouraged to identify the best use of the time allocated to them, from a list of options available. This might include supervision for their staff, training, one to one sessions, co-facilitating group work for young people, support with implementing the Community Around the School Offer (CASO) from LCSS when applicable etc. The agreed actions for that academic year are then documented in the School Health Improvement Plan (SHIP), which is maintained by the SHN attached to the school.

It is expected that at least quarterly the School In-Reach worker, SHN, LCSS worker, and school representative will meet to review the agreed actions.

The School In-Reach team are also supporting the implementation of training within schools, in conjunction with Oxford Youth (using the Devon Youth Training) and through the Psychological Perspectives in Education and Primary Care (PPEP Care) training program.

Community In-Reach

The Community In-Reach team is made up of six charities and aims to directly support low level work and holistic interventions for young people for mental health issues they may be having. The post-holder (CIR worker) works directly with young people referred to them through the CAMHS SPA.

The role of the CIR worker is to work with young people within their organisational environment and local community offer, for those requiring early intervention or low-level emotional wellbeing and mental health intervention.

- Community Approach
- To reach hard to engage/vulnerable young people
- Early Intervention
- Young people could if appropriate remain in organisation post CIR intervention
- Mild to moderate mental wellbeing and mental health needs
- Based on a 6-8 session model, short brief intervention over approx. 12 weeks
- Share skills and knowledge with wider organisation

The CIR worker will offer one-to-one sessions and or group sessions or access to a variety of therapeutic activities designed to aid the young person's recovery and give them the right skills to help them manage their own mental health in the future.

Mental Health Support Team (MHST)

The overall remit of the MHST is to support schools in developing a functioning, healthy and effective culture within their education provision towards mental health and wellbeing. Our agenda is to make sure that all schools involved are striving towards having a curriculum and ethos that supports the mental wellbeing of its wider community, namely its pupils, staff, parents/carers, and other stakeholders. Operationally the MHST offers the schools:

- A chance to request 1:1 intervention for CYP from EMHPs
- Workshops and groups to support wider mental health needs identified by the schools
- Influence whole school discussions on mental wellbeing, via assemblies, staff meetings, training, parent/carer support etc
- Whole school support and guidance on implementing a robust mental wellbeing agenda.

This work is approached as part of a wider team from within and around the school. Primarily the team work with the named Senior Mental Health Lead (SMHL), a teacher or professional in the schools who holds the responsibility for mental health provision. We also work alongside the School Health Nurse Team, Locality and Community Support Service (LCSS), as well as Community In-Reach workers and other agencies involved in the school. We very much advocate a joined up and collaborative approach to supporting the mental health and wellbeing needs of the CYP in the schools. Mental health is already addressed in schools in a number of ways:

- CYP under CAMHS
- School in Reach workers
- LCSS team
- School nurses

- Internal schools' models specific to settings.
- School curriculum.

The aim of MHST is not to replace any of what is already in place. It is an additional service aimed at the lower end of need (Mild to Moderate) and in place to work alongside the other offers and teams working in the schools.

In line with the government's priority to increase access and availability of mental health and wellbeing support for CYP, the new Education Mental Health Practitioner (EMHP) role delivers evidence-based early interventions for CYP, working across both educational settings and healthcare sectors in England.

Education Mental Health Practitioners (EMHPs) are part of the CAMHS offer to school, working at Band 5 within the levels of offer. They undertook training through Reading University to support mild to moderate mental health needs. As part of their supervision, they have a Band 6/7 Clinical Lead supporting the team and links to the wider CAMHS team where they can access advice and/or specialist services. They will run 1:1 consultation and support for CYP as well as small group interventions for CYP and parents/carers. Their remit includes:

- Early Intervention
- Mild to Moderate emotional wellbeing and mental health
- Share skills and knowledge with wider organisation and staff within schools
- Community team approach
- Identifying need and signposting to other organisations where needed

Library Service

- A range of high-quality stock, including board books and picture books, in all libraries, for children
- A range of high-quality stock, including parental support and dedicated parents & carers collections, health and well-being, learning content
- Commitment to The Reading Agency's dedicated book lists supporting children, young people and parents around health and wellbeing including Covid recovery-linked books for children. New list due for publication 2022
- Partnership agreement in place with BookTrust, bringing BookStart and linked resources to Oxfordshire
- Providing junior areas that they are accessible, safe, welcoming and attractive aligned to a Children & Young People in Library Premises Policy
- Activity sessions aimed at early years, children, and families; including: Rhymetime sessions and story-times (library staff and volunteer-led); stay, play and learn sessions for under 5s (delivered with CEF support); author, STEM, craft and cultural events:

- 982 sessions for 9,902 attendees in 2021-22
- Summer Reading Scheme (in partnership with The Reading Agency): 4–7-year-olds (5,413 took part in 2021-22); plus, mini challenge for 3-year-olds (680 participants in 2021-22) and associated digital offer (including Winter Reading Challenge online)
- Class visits from local schools including preschool visits: 2,822 children attended 689 visits in last year.

Community Impact Zone

The Community Impact Zone (CIZ) aims to create more opportunities for children and families in the four key areas of Cowley Marsh, Cowley, Blackbird Leys and Northfield Brook. This work is jointly funded by Oxfordshire County Council, Oxford City Council and Thames Valley Police. The CIZ is working with communities, organizations and local authorities to support local people to thrive, encourage people to participate in and shape their community, and tackle inequality and increase social mobility by working to change the system.

The CIZ works to create more opportunities for families and children, including:

- more support to help children to achieve at school
- more fitness activities to get active and make new friends
- opportunities for children to learn to swim and ride a bike
- funding for local people to realise their ideas to improve the area
- a growing network of peer supporters to support families to thrive.

It's not a traditional service or intervention. Instead, the CIZ is all about enabling people to respond to needs in their own communities, to build local networks of support, and to feel invested in their local community. It's also about bringing agencies and organisations together so that they are able to collaborate to support local communities effectively.