

Multi Agency Extended School Provision

Working in Partnership

Neil Wilson

Executive Headteacher

3-19 Federation

South Manchester International Learning Enterprise (Trust)



social care
institute for excellence



The 21st Century School

- Play DVD

The Local Context

What is the Trust?

- Manchester International Airport PLC
- South Manchester University Health Trust
- Barnardo's
- Parkway Green Housing (the landlord for the council housing stock)

When do we become a Trust?

- 1st September 2010
- Memorandum of agreements signed. Transfer of land ownership underway.

The Local Context

- The Hard Federation?
- Newall Green High School 11-19. This includes the 6th form gained under the 6th form presumption.
- Benchill Primary School.
- Baguley Hall Primary School.
- One governing body. Executive Headteacher. 2 Primary Headteachers.
- A third primary school has made an approach to us to join.

The Local Context

- % who live in households without access to a car or van? **38%**
- % who live in a lone parent family? **43% (National 17%)**
- % who live in households where there is not an adult in employment? **36% (National 5%)**
- % of 5 year olds that show evidence of tooth decay? **60% (National 40%)**
- Conception Rates per 1000 girls aged 15 to 17 Wythenshawe **67.3% (National 46)**
- Wythenshawe is mainly (poor white) **95%**

The Local Context

- Large council estate with four secondary schools. Two are academies.
- Pockets of private housing and owner occupied ex council housing stock.
- % who live in households without access to a car or van? **38%**
- % who live in a lone parent family? **43% (National 17%)**
- % who live in households where there is not an adult in employment? **36% (National 5%)**
- % of 5 year olds that show evidence of tooth decay? **60% (National 40%)**
- Conception Rates per 1000 girls aged 15 to 17 Wythenshawe **67.3% (National 46)**

The Local Context

- BSF £18m building programme
- 6th form presumption £4m
- Built in dedicated spaces for multi agency team
- Provision for disabled and SLD enhanced
- Improved sport and leisure provision for community use.

Our staff

Emotional Health and Well being



Emotional Health

(Source: National Health Service)

In a typical school of 1000 pupils

- 50 are seriously depressed
- 100 suffer significant distress
- 5-10 pupils have an eating disorder
- 10-20 pupils have obsessive compulsive disorder

Who are they?

What are you doing about it?

Emotional Health and Well Being

- Mental and Emotional Health for children and young people and their parents/carers is seen as one of the most important risk factors to the development of children and young people.
- Mental and Emotional Health correlates with: social deprivation, age (Psychosis is higher in younger age groups, dementia in older adults), ethnicity, unemployment, housing and homelessness, refugees, crime, urban areas and drug and alcohol misuse.
- Emotional Health affects all families.
- Emotional Health and well being is of fundamental importance for us all.
- Schools play a very significant role in supporting the emotional health of young people and their families.

What we have done

- We have established a multi agency team that has been in existence for 10 years.
- This involves Education, Health and Social Services.
- Supported by LA attendance team, Housing, other agencies including the police.

- **Current Situation**

- School nurses (3).
- CAMHS nurse full time in the 11-19 school.
- (Now a hub for training other nurses in this role as part of a Manchester pilot).
- School based social worker (I pay for this).
- Community police officer (I pay 1/3 of his salary).
- Family Support Workers (13) Combined budget allocations.
- Assistant Head teacher SENCO.
- Senior Manager for Administration (I pay for this). Manages the budget of both schools.
- Family Residential co-ordinator (5 year grant).
- Leisure centre staff are employed by GB and provide targeted programmes in holidays.

Links with other Agencies



What we have done

- Established protocols for operating across the professions!!
- Built up a considerable degree of trust and the sharing of intelligence and knowledge (this took five years)
- Location of health records in the school
- Sharing on a need to know basis
- Establishment of community programmes that engages a wide range of agencies and focuses on family involvement
- A referral programme that is swift and relevant
- The development of a curriculum that supports SEAL and PLTS.



PLEATS – LONG TERM PLANNING 2008/2009

- Each term 2 skill areas will be focused on for Year 7, 8 and 9
- Choose any learning objective from the set skill areas
- Every half term there will be a Skill Day (Year 7 only)
- Faculties involved will meet and plan collaboratively (can select theme if appropriate)
- Learning objectives must be taught explicitly

	Term 1	Term 2	Term 3
Year 7	<ul style="list-style-type: none"> • Team Worker • Effective Participator 	<ul style="list-style-type: none"> • Creative thinkers • Self Managers 	<ul style="list-style-type: none"> • Independent Enquirers • Reflective Thinkers
Year 8	<ul style="list-style-type: none"> • Creative thinkers • Independent Enquirers 	<ul style="list-style-type: none"> • Team Worker • Self Managers 	<ul style="list-style-type: none"> • Effective Participator • Reflective Thinkers
Year 9	<ul style="list-style-type: none"> • Creative thinkers • Self Managers 	<ul style="list-style-type: none"> • Independent Enquirers • Reflective Thinkers 	<ul style="list-style-type: none"> • Team Worker • Effective Participator

How we did it

- Structured referral system to multi agency team
- Multi agency team meets every Wednesday
- Case worker allocated and progress reports made
- Level 1 and level 2 programmes determined
- Social Worker a level 2/3 borderline
- Supervision and training programme given via CAMHS programme and Social worker CPD programme
- FSW engage via the standards agenda. Behaviour, attendance, attainment and progress
- Pupil self referral protocol
- Family self referral protocol
- Large scale community programmes that are led by FSW's.

Framework for Parenting & Family Support work by Mawuli Amesu & Lesley Weatherill © (See Appendix 1 for Family learning information)
 Parental & family support can be fragmented, patchy and complex due to; funding issues, definition issues, and poor visibility of what is around. This grid maps out levels of need and possible approaches.

Level of need	Group/types of parents	Possible actions to consider	Example Services
Level 1 – Low level of need <i>(Children Families & Social Care priority guide level 1)</i> Universal access to preventative services and general support available for all parent/carers to access	All parent/carers – universal support available for all parent/carers before potential issues escalate in to problems.	<ul style="list-style-type: none"> o Ensure services and general support information is available, visible at all time for all parent/carers. (DfES doc. Market for Parenting & Family Support Services p13) o Parents said they would attend if they know o How do you promote this? 	<ul style="list-style-type: none"> o Information services – Health visitor/children’s centres, help lines, school nurses, Sure Start, Debt Management, Housing, Drop-Ins, voluntary/community services o Most effective way of providing this is to develop and skill staff through training, awareness, relationship building with other agencies such as CAMHS – Bereavement; Eclipse; CP; SCARMAN Trust, etc. –and signpost appropriately using the Manchester’s Children Service Directory, o Manchester FIS 0800 0837921
Level 2 - Medium level of need <i>(Children Families & Social Care priority guide level 2)</i> <ul style="list-style-type: none"> o Preventative – parent/carers/professionals recognised family needs some targeted support to prevent problem escalating. 	More targeted support accessed by parent/carers self-referral, or by professionals. Access to support is varied by: - degree of need - attitude and ability -age of children -socio-economic gap -parental gender -part of BME group	Conversation with Children Families & Social Care call centre for advice (Tel.01612558250). Price Water House Cooper’s research suggests the demand for this level of work will grow due to: -Over stretched demands on services providing higher level of need -Public attitude towards parenting/family support more acceptable/non stigmatising	<ul style="list-style-type: none"> o Support groups o Parenting courses o Family related work including outreach o Attendance services o Preventative YOT services o Mediation services o FISS o family support community/school base o Family Intervention Support Service (FISS) o Sure Start
Level 3 – High level of need <i>(Children Families & Social Care priority guide level 3.1, 3.2 - Compulsory professional referral)</i> Intensive and targeted support to prevent adverse outcome for the child.	Parents whose children are at risk	Distinguish between statutory/non statutory intervention and how they work in parallel to support better outcome	<ul style="list-style-type: none"> o Children Family & Social Care services o FISS o CAMHS assessment o Youth Offending Teams o Multi disciplinary child protection plans
Level 4 - Looked After Children system (statutory) <i>level 3.3)</i>	Voluntary/compulsory accommodation – at risk	<ul style="list-style-type: none"> o Fixed penalties o Parenting orders 	<ul style="list-style-type: none"> o Looked after children’s teams
Level 2,3 & 4	Parents who can't or won't cooperate	To maintain every possible link which may enable re engagement later	YOT/Attendance Service, CFSC Multi-agency teams



The difference made

- **Over the past ten years**

- Despite falling roles the high school has been consistently over-subscribed
- The waiting list for council houses within a 1 mile radius of the school has increased from 3 months to 7 years
- The price of owner occupied houses has remained at about £160,000 despite economic downturn
- Catchment area has shrunk to 0.96 miles.

- **More recently**

- 1 permanent exclusion in last four years
- Massively improving profile of exam results at KS2 and KS4
- Benchill Primary School moved out of NTI to Good
- NEETS reduced from 15.6% to 4.2% for the estate in 12 months (6th form)
- Attendance up 1.2% (with enormous efforts!!) in the high school
- Attendance up 4.2% in the primary school
- Massive improvement of self esteem amongst the staff and very low turnover of staff
- No issues over selection and retention of staff.

The difference made

- Very high engagement of families with Family Support Team (FST)
- The provision of a multi agency wing within the BSF build has promoted confidence in family engagement with school and staff
- Development of a virtual middle school year 5/6/7/8 to address common problems and continuity
- FSW give one point of contact for family. This team works vertically from 3-19
- Increased awareness amongst all staff of domestic issues and solutions that impact on learning
- More bespoke personalised learning programmes that promotes pupil engagement and family self esteem
- An improved performance in the primary school of all staff, especially the understanding of how multi agency work can promote inclusion.

What we learnt

- Few short term fix solutions, apart from giving families a secure point of contact
- Families will engage with agencies if based in a school
- Staff need to also go out and engage within the community
- Programmes of self esteem for young people positively impacts on family life
- One point of contact for families (FSW) promotes consistency and facilitates improved self esteem
- The Standards agenda can be delivered via bespoke provision that is built around personalised learning. All staff need to understand their role in this
- Moulding such provision around family needs is possible but requires a willingness by all parties
- It is hard work!
- It is about long term gains
- It is important work for both the community and the economy.

What we learnt

- 3-19 federation works
- CPD crucial for all staff
- Looking beyond their phases was possible by high profile contacts
- Review and reappraisal of provision using all staff and parent perceptions
- Accepting that we are not perfect but want to be
- Assumptions can be misleading and constant communication important
- Exemplars of good work essential
- Trusting each other and sharing challenges and solutions is essential
- Headteachers and senior staff must meet regularly with formalised proposals and outcomes
- Paper trails are essential.

What Next?

- Further embed provision across the federation
- Application of skills and knowledge of trustees to programmes
- Raise standards of attainment, attendance and inclusion
- More staff development activities that improves practice
- Further development of community cohesion programme
- More family support programmes especially for teenagers
- Adult education programmes
- 6th form students working in the primary schools as part of community leadership
- More students to get to university to break cycles of poverty and deprivation.



Questions?