PLEASE NOTE
Although this document has been formatted and designed to make it easier to view and comment upon, it is still very much a draft document. The final strategy will be produced following public consultation from January 2019.
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1 Foreword

This Strategy sets out the vision and strategic priorities for Early Help in South Gloucestershire for the period 2019 to 2024.

Early Help means getting timely and effective support to children, young people and families who need it. It aims to enable children to flourish and to enhance long term outcomes and life chances. Early Help refers both to help in the critical years of a child’s life (including pre-birth and pregnancy) and also to responding as soon as possible, at any age, through childhood and adolescence when difficulties emerge.

We aim to build a culture together where children, young people and families are engaged in conversations when things are not going well, or where there may be a risk of problems arising, working alongside those families and empowering them to find their own solutions. These conversations can occur at any time and in any setting and may involve one or a number of services or agencies. The help that is offered will range from advice-giving to direct work and will require strong commitment, a common purpose and common ways of working across the partnership.

In writing this draft strategy we have listened to the views of children, young people, families, partners and stakeholders through a series of meetings and engagement events. These views are reflected in the contents of the draft strategy. This draft strategy will go to public consultation in January 2019. We will consider the feedback received and finalise the content of the strategy once the consultation has ended in March 2019.

Successful delivery of Early Help depends on partnership working across a wide range of agencies, services and settings. We are determined to work as a partnership to achieve the best possible Early Help outcomes for all children, young people and families across South Gloucestershire.

Yours sincerely

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Our Vision

Our vision is that every child and young person in South Gloucestershire should have the best start in life, thrive, and be prepared for a successful adult life.

We will provide all our children and young people with the BEST

Safe  Thriving  Achieving and aspiring  Ready for the future  Together

IN LIFE
Our Principles and Ambition for Early Help

OUR CORE PRINCIPLES FOR EARLY HELP IN SOUTH GLOUCESTERSHIRE

We will:

- Empower families to take responsibility by working with them, not doing things to or for them.
- Recognise that family, friends and community can be the most effective and sustainable forces of “help”.
- Enable support at the right time, in the right place, in the right way.
- Raise awareness and support the rights of all children and young people in accordance with the UN convention for the rights of the child.
- Work in partnership to make best use of shared resource, skills and knowledge.
- Embrace a strengths based, whole-family approach to finding sustainable solutions.
- Build our work on an evidence-based approach.
- Understand the power of good communications both with families and with colleagues.

OUR AMBITION FOR EARLY HELP

What children and young people can expect from the Early Help Offer:

- I will feel safe, valued and respected.
- I am recognised as an individual and am free from any discrimination.
- I will be at the centre of all decisions and will only need to tell my story once.
- My voice will be heard and will influence the planning of help and services.
- It will be understood that things that have happened to me might affect me at different times in my life, when I might need some extra support.

What parents, carers and families can expect from the Early Help Offer:

- I am recognised as an individual, who has unique characteristics and needs, and am free from discrimination.
- The diverse needs of all of my family are recognised.
- My views and opinions are listened to.
- I am encouraged and empowered to support my family.
- It is recognised that some of my past and current experiences may impact on me as a parent.
- It will be understood that I may need support with other areas of my life in order to be a good parent.
What professionals and organisations can expect from the Early Help Offer:

- I understand my role and responsibilities in relation to the Early Help Offer in South Gloucestershire.
- I am empowered to take responsibility to ensure that children, young people and families receive the support they need.
- My employer, colleagues and partner agencies I work with are committed to the principles and processes that underpin the Offer.
- I have access to training and support.

4 Introduction to Early Help

Early Help means getting timely and effective support to children, young people and families who need it. It aims to enable children to flourish and to prevent long term and damaging outcomes.

Early Help refers both to help in the critical years of a child’s life (including pre-birth and pregnancy) and also to responding as soon as possible, at any age through childhood and adolescence when difficulties emerge.

This prevents escalation of problems and enable interventions to take place before critical thresholds are crossed and pathways become much more irreversible for young people.

Children and young people with Special Educational Needs and Disabilities (SEND) will have equal access to the Early Help Offer alongside the more specialist services they may require.
5 Early Help - The National Context

The Statutory Basis for Early Help

‘Working Together to Safeguard Children 2018’ sets out the statutory guidance for Local Authorities and their partners. ‘Keeping children safe in education: Statutory guidance for schools and colleges: September 2018’ sets out the statutory guidance for schools and colleges. Extracts from both these documents can be found in Appendix 1.

The Case for Early Help

The importance of Early Help has been a common theme in research and in a number of government reviews over the past decade. Quotes from a selection of these are included below. Further examples can be found in Appendix 2.

Realising the Potential of Early Intervention - Early Intervention Foundation 2018
‘Leaving problems unresolved in childhood doesn’t only impact on the lives of individuals and families it also impacts on society and the economy, by undermining the wellbeing of communities and reducing people’s opportunities to live positive and successful lives. Acting early to support children at risk of poor outcomes can build healthier, happier and more productive communities, and produce a range of economic benefits that significantly outweigh the costs of intervening.’

Early intervention is not a panacea for all of society’s problems, nor is it a financial coping strategy for local or central government. It is a vital way of providing children with the skills and resilience they need to succeed in life, and of mitigating the negative impacts of poverty and other forms of disadvantage.

Early Intervention: The Next Steps - Graham Allen January 2011
‘I recommend that future expansion of early intervention programmes should favour those which combine strong evidence bases with impact of crucial stages in the development of social and emotional bedrock in children and the present network of children’s centres should use such approaches to identify and meet the needs of vulnerable children and families.’

‘Preventative services can do more to reduce abuse and neglect than reactive services. Many services and professions help children and families so co-ordinating their work is important to reduce inefficiencies.’

Fair Society, Healthy Lives: Michael Marmot 2010
‘The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during those early years, starting in the womb, has lifelong effects on many aspects of health and wellbeing, from obesity, heart disease and mental health, to educational and economic achievement. Later interventions, although important, are considerably less effective if they have not had good early foundations.’

‘We Should Have Been Helped from Day One’: A Unique Perspective from Children, Families and Practitioners. 2013 Findings from LARC5 by the National Foundation for Educational Research.
‘One of the key factors in ensuring families are supported in a timely and effective way, and do not enter a cycle of needing regular support (through the ‘revolving door’), is to offer more effective early intervention and preventative advice and support. Practitioners and families agreed that more needs to be done to offer help early through universal settings (particularly in regard to parenting support). Further, they noted that more needs to be done to promote the availability of support services and to correct any misconceptions about local services, particularly children’s social care.’

Adverse Childhood Experiences (ACEs)
ACEs (Adverse Childhood Experiences) are negative experiences in early life and childhood that can have an impact on future health and wellbeing throughout life. There is a significant and growing body of evidence that stressful experiences during childhood have a profound impact on an individual’s life chances.
These experiences alter development of the brain and of the hormonal, nervous and immunological systems. Research has shown a causal relationship between ACEs and poor physical and mental health and socioeconomic outcomes. Evidence suggests that risk increases with the number of ACEs a person experiences. Adults who have experienced ACEs are more likely to be raising their children in similar environments.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

This legally-binding international agreement sets out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The UNCRC consists of 54 articles that set out children’s rights and how governments should work together to make them available to all children. Under the terms of the convention, governments are required to meet children’s basic needs and help them reach their full potential. Central to this is the acknowledgment that every child has basic fundamental rights. These include the right to:

- Life, survival and development
- Protection from violence, abuse or neglect
- An education that enables children to fulfil their potential
- Be raised by, or have a relationship with, their parents
- Express their opinions and be listened to.

ECONOMIC BENEFITS OF EARLY HELP

Nationally and locally public sector spending continues to be reduced and there is a need to look at reduction of high cost interventions. Finding robust evidence that demonstrates explicitly that investment in Early Help will realise direct future economic benefit has never been straightforward. However, a growing body of research is beginning to show that such investment can reduce the demand for high-cost intervention at a later stage. There are good grounds to believe that earlier rather than later investment will lead to ongoing benefits not only in saving expenditure of higher cost services, but by enabling children and young people to have a greater opportunity of acquiring skills and resilience which will lead to greater opportunities in adulthood.

Extracts from The Early Intervention Foundation (EIF) Realising the Potential of Early Intervention - October 2018

‘Benefits from early intervention accrue to the whole of society and the wider economy, not just to public services and government bodies. The long-term ‘pay-off’ to society may be particularly large where early intervention offers the potential for labour market gains, such as improvements in employment and earnings’.

‘One analysis using data from the British National Child Development Study suggests that people who have experienced either physical or mental health problems in childhood could earn around £400,000 less over their lifetime than those who have not. Even small improvements in attainment, particularly for children at risk of the poorest academic outcomes, have the potential for large economic pay-offs. The Department for Education has previously estimated that individuals who achieve five or more good GCSEs (as their highest qualification) have lifetime productivity gains worth around £100,000 on average, compared to those with qualifications below this level. When compared to children with no qualifications, the returns on having five or more good GCSEs increase significantly, to around £260,000. Crucially, these returns are widely shared: these figures reflect overall gains in productivity, including increases in earnings and employment that benefit the individual as well as the effects of increases in tax revenue and associated benefits to employers’.

Intervening Late Costs the Public Sector £17 billion annually:

‘Costs of late intervention for children and young people add up to £17 billion a year across England and Wales (in 2016/17 prices). These estimates capture the resource pressures on acute, statutory services that are required when children and young people experience difficulties, many of which might have been prevented. This includes, for example, the costs of children taken into care, the costs to the health system of youth alcohol and drug misuse, and the costs to the criminal justice system of youth offending. It is not possible to say from these numbers how much the public sector could feasibly save from investing more in early preventive services. However, this clearly shows that considerable resources are wasted within the public sector in tackling issues that could have been dealt with sooner, and where the long-term outcomes for society could have been improved. The cost of late intervention from EIF analysis 2016.’
6 Early Help - The Local Context

National and local policy has shaped this strategy alongside local data described below.

**POPULATION**
- 277,623 residents (2016)
- 16,300 0-4 year old population (2017)
- 39,413 School population (2018)
- Predominately rural, but most of the population live in the urban areas.
- 13% increase in residents since 2001

**DEPRIVATION**
- South Gloucestershire is, on the whole, a relatively affluent area with pockets of deprivation. Based on the Index of Multiple Deprivation (IMD) for 2015 only 16% of local authority areas in England are estimated to be more affluent than South Gloucestershire.
- 18% of South Gloucestershire’s population live in the 40% most deprived neighbourhoods nationally. Through an analysis of deprivation information, South Gloucestershire has identified 5 “Priority Neighbourhoods”; Staple Hill, Patchway, Yate, Cadbury Heath and Kingswood.

**CHILD POVERTY**
- The child poverty needs assessment undertaken in 2014 identified over 6,000 children are living in poverty in South Gloucestershire, two thirds of whom are living outside priority neighbourhood areas. More recently, End Child Poverty produced Child Poverty figures in Jan 2018 at Local Authority and parliamentary constituency level, for both before and after housing costs. For South Gloucestershire the figures are: 5780 children (10.03%) before housing costs, and 9367 children (16.25%) after housing costs. Most poor families have at least one adult in work.
ADVERSE CHILDHOOD EXPERIENCES (ACEs)

- In the English National ACE Study (2014) almost half the population (47%) experienced at least one ACE, with 9% of the population have 4 or more. Modelling that for the South Gloucestershire population of 212,900 adults aged 20+ (2016) means that 100,063 adults have experienced at least one ACE, with 19,161 adults having 4 or more.

HEALTH

- Rates of infant mortality have consistently fallen over the last decade. In 2011-13 there were 20 infant deaths in South Gloucestershire. The infant mortality rate was 2.1 per 1000, considerably lower than the England rate of 4.0 per 1,000 and amongst the lowest in the South West.

- Overall, comparing local indicators with England averages, the health and wellbeing of children in South Gloucestershire is better than England.

- The teenage pregnancy rate is lower than England, with 53 girls becoming pregnant in a year.

- 8.5% of women smoke during their whole pregnancy which is lower than England and the South West.

- 78.4% of mothers initiate breastfeeding which is lower than the England percentage. Breastfeeding at 6-8 weeks: Work is underway to improve data completeness but available data does suggest improved breastfeeding numbers at 6-8 weeks.

- The rate of child inpatient admissions for mental health conditions at 91.8 per 100,000 is similar to England.

- Rates of sexually transmitted infections continue to be highest in young people, peaking in those aged 15-24.

- 17.8% of reception age (4-5) children in South Gloucestershire were overweight or obese in 2014/15. This is lower than the South West and England averages. In year 6 children (age 10-11), 27.0% were overweight or obese.

- In South Gloucestershire, the Online Pupil Survey found that 66% had at least 4 hours of physical activity per week, the level of activity was higher in secondary schools (74%) compared to primary schools (63%).

- The ‘What About YOUth’ survey 2014/15 showed that 9% of 15 year olds in South Gloucestershire were current smokers, higher than the England average of 8.2%. The online schools survey indicates that rates of smoking in Year 10 are significantly higher in those who are entitled to Free School Meals.

- The South Gloucestershire Online Pupil Survey found that 26% of secondary pupils in year 12 (age 16-17) reported that they drink sometimes (monthly) or weekly. Of the pupils who drink, the percentage reporting getting drunk regularly (weekly and daily) is 25%, similar to neighbouring areas.

MENTAL AND EMOTIONAL HEALTH

- Based on national rates it is possible to estimate that around 4,800 children and young people aged 5-19 may have a mental health problem in South Gloucestershire.

- The Online Pupil Survey undertaken in 2014/15 found that 7.2% of secondary pupils were habitual self-harmers.

- Hospital admissions due to mental health conditions has increased over the last 5 years as have admissions for self-harm in those under 19. Local rates of hospital admissions relating to/as a result of self-harm are similar to the national average.
In the Early Years Foundation Stage the percentage of pupils achieving a Good Level of Development is six points above provisional national level and an increase from the previous year. Disadvantaged Free School Meals (FSM) outcomes have declined from 62% to 54.7%.

In Year 1 the percentage of pupils reaching the phonics screening standard is at 85.3% and above national. The percentage of FSM pupils meeting the standard has risen from the previous year to 67.6%.

At the end of Key Stage 1, the percentage of pupils achieving the expected standard in reading (79.7%), writing (74.1%) and mathematics (80.3%) is above national level in all three measures. There has been a decline in results for disadvantaged pupils against the 2017 outcomes.

At the end of Key Stage 2, writing and English Grammar, Punctuation and Spelling (EGPS) attainment at the expected standard are above national level. Reading, writing, mathematics and EGPS outcomes have improved for all disadvantaged pupils in Year 6 and show a three year improving trend. Progress is above national level for writing at the end of Key Stage 2 and shows a three year improvement. Progress for disadvantaged FSM pupils has improved in reading, writing and mathematics though at the end of KS2.

At the end of Key Stage 4 outcomes are below national level for GCSE exams, though performance has improved over the last three years. Attainment in English and Maths at KS4 is also below national. In 2018 39.9% of South Glos pupils achieved a Grade 5 or above in both English and mathematics, compared to 43.2% nationally. 2018 figures are still provisional.

Fewer young people age 18 entered higher education locally (50%) compared to England (59%).
Attendance for 2018 was on average at 95.9%, for primary schools with FSM attendance averaging at 92.9%. The percentage of over 30% broken weeks, showed a slight increase to 7.5% in primary schools and a decrease in secondary schools to 7.8%.

**THE TROUBLED FAMILIES PROGRAMME**

- Locally known as Families in Focus this began its second phase in 2015 and is supporting the council’s transformation of Early Help supporting families with multiple, complex problems through a whole family approach and coordinated practical support. Support for families includes a wide range of issues such as debt, poor mental health, crime and school-related issues.

- With additional funding from central government, the programme runs until March 2020, contributing to the commitment to the 20/20 vision of: Intelligent use of data to plan our interventions, adopting the Whole Family approach and a focus on outcomes.

**CHILDREN IN NEED, CHILD PROTECTION AND LOOKED AFTER CHILDREN**

The rate of Children in Need (including those that are subject to Child Protection or Looked After Children) as at 31st March 2018 was 285 per 10,000 children and young people. The rate of Children in Need has increased since March 2017 but remains better than the rate seen across England and the South West region; the increase in the number of Children in Need since March 2017 places South Gloucestershire in-line with its closest statistical neighbours.

The rate of Children and Young People subject to Child Protection has increased year on year since March 2014 (with a significant increase between March 2017 and March 2018), standing at 41 per 10,000 children and young people as at 31 March 2018. Whilst the rate of Child Protection is lower than that seen across England as a whole, it is in-line with the rate seen across the South West and is higher than its closest statistical neighbours.

Similarly, the rate of Looked After Children has increased annually since March 2016, with a rate of 34 per 10,000 children and young people as at 31st March 2018. Despite these increases South Gloucestershire has one of the lowest rate of Looked After Children in England and is lower than the rate seen across the South West region and its closest statistical neighbours.

**EMPLOYMENT**

- The employment rate in the second quarter of 2015/16 was 80.7% which is an increase of 1.8 percentage points on the same point in the previous year. This keeps South Gloucestershire firmly amongst the top performing authorities in the country.

- The percentage of young people aged 16 to 17 not in education, employment or training or whose activity is not known is similar to England at 5.8%.

**DOMESTIC ABUSE**

- It is difficult to assess the true level of need due to significant under-reporting of domestic abuse incidents. An estimated 5,517 women and 3,801 men in South Gloucestershire are subject to domestic abuse. In 2013/14 the police recorded 2,880 domestic abuse incidents and in 2014/15 they recorded 252 sexual offences. Rates of domestic and sexual abuse are below the England average. In an online schools survey in South Gloucestershire, 16% of pupils were subject to or had witnessed abuse, with 3% stating this was quite often or on most days.

**YOUNG CARERS**

- The 2011 census identified 524 children in South Gloucestershire aged 0 to 15 who were carers. Family income and GCSE attainment is significantly lower than non-carers. Young carers in work at age 20 or 21 are more likely to be in lower skilled occupations.

**YOUNG OFFENDERS**

- Between July 2017 and June 2018 rates of first time entrants (FTE) to the criminal justice system aged 10 -17 were lower than the previous year and lower than England and the South West. There have been no youth custodial sentences since 2016.
7 Early Help Priorities for Action

The Early Help Strategy will be implemented through the following priorities.

1. Early understanding of the diverse needs of children, young people and families.

2. Access to information, advice, guidance, support and signposting within the local community.

3. Effective partnership responsibility, response and accountability.

4. Coordinated planning and provision of support.

5. Demonstrate a positive impact on the lives of children, young people and families.

Further information on the key themes and success measures of these priorities can be found in Section 8.
1. **Early understanding of the diverse needs of children, young people and families.**

   Timely identification of Early Help needs by partners and communities in order to prevent problems before they develop, or to intervene at the earliest possible stage. Building on the capacity of families and empowering them to support children and young people to achieve positive outcomes. Understanding how protected characteristics may impact on the likelihood of need.

2. **Access to information, advice, guidance, opportunities, support and signposting within the local community.**

   Parents / carers, children and young people are empowered through availability of accessible information about the range of opportunities, advice and support available, including that provided by the community, voluntary and independent sectors.

3. **Effective partnership responsibility, response & accountability.**

   Partners work together to offer coherent and integrated Early Help services. Practitioners have the appropriate skills, development and training. Duplication is avoided and resources aligned, in order to get best value for money. Accountability across partner agencies is clear and agreed.

4. **Coordinated planning and provision of support.**

   Services and provision is planned, wherever possible, to be based within communities, making the most of local resources and delivering support at the most local level. All groups and ages, including adolescents and those with mental health needs, have been considered in planning. Smooth transitions are planned at key points in a child/young person's life, including transitions between services, between school/settings, between professionals and between localities.

5. **Demonstrate a positive impact on the lives of children, young people and families.**

   Outcome measures (including feedback from service users) evaluate progress in achieving outcomes and capture sustainable change. Outcomes demonstrate that services are effective and make a difference to the lives of children, young people and families, including protected characteristic groups.
8 Actions and Outcomes

How will we measure our success?

We will know that our Early Help Strategy is effective when children, young people and families confirm that it is making a difference to their lives. Successful Early Help should have an impact on the lives of children and young people and their future life chances.

Below are the key actions and outcomes for each of the 5 priorities. Successful Early Help will also contribute to long term partnership performance measures, as one of a number of contributory factors. Appendix 3 sets out a range of indicators to which successful Early Help may contribute in the longer term.

Priority Outcomes

PRIORITY 1

Early understanding of the diverse needs of children, young people and families.

KEY ACTIONS:

- Develop a clearer understanding of the impact of Adverse Childhood Experiences (ACEs) on children, parents and carers.
- Embed a strengths based, person-centred, solution focused way of working.
- Share good practice across partners on ways of empowering families and building resilience.
- Ensure that, when appropriate, Early Help plans are in place, shared with families and informed by an assessment of need.
- Understand how protected characteristics impact on likelihood of need.
- Recognise that a wide range of factors may be impacting families (eg debt, housing).
- Strengthen information sharing mechanisms between partner agencies.

HOW WILL WE KNOW WE ARE SUCCESSFUL?

- Practitioners are ACE-aware and ACE-responsive.
- Service users report joined up and coordinated support focussed on their needs and strengths.
- Practitioners understand protected characteristics and their impact on the likelihood of need.
- Family resilience is increased and the capacity to help families find their own solutions is enhanced.
- Partners have access to the information they need to effectively work together and have access to advice and support from professionals.
**PRIORITY 2**

**Access** to information, advice, guidance, opportunities, support and signposting within the local community.

**KEY ACTIONS:**
- Provide information that is comprehensive, up to date and easy to find and understand, for families and professionals.
- Develop community and family networks where consistent information, advice, guidance and signposting is available for the local community.
- Design the South Gloucestershire Early Help Partnership Offer.
- Provide information which is accessible to all individuals irrespective of age or protected characteristic.

**HOW WILL WE KNOW WE ARE SUCCESSFUL?**
- Children, young people and families are able to access information about opportunities.
- There are clear family and community networks in every locality to access information, advice and signposting.
- The Early Help Partnership Offer is comprehensive, understood and available.

**PRIORITY 3**

**Effective partnership** responsibility, response & accountability.

**KEY ACTIONS:**
- Implement the Early Help Partnership Offer for families, with key partner agencies understanding their role and accountability for the delivery of services.
- Clarify, define and communicate the role of the CYP&F Partnership and LSCB (in current and future form) in holding partners to account and in monitoring Early Help.
- Include outcomes for Early Help in commissioned contracts and consider joint commissioning of services across partner agencies.
- Produce a three year Early Help Strategy action plan.
- Map essential and desired skills, training and provision of training across partners.
- Partners develop the Compass model (p27).
- Partners include information about what Early Help has already taken place if a referral is made for safeguarding or other services.

**HOW WILL WE KNOW WE ARE SUCCESSFUL?**
- The LSCB and CYP&F Partnership endorse and monitor the 3-year Action Plan.
- Roles, responsibilities and accountability of partners are clearly defined, understood and accepted.
- Early Help outcomes are included in commissioned contracts.
- Early Help is referenced in partnership strategies and action plans.
- Core competences for Early Help are agreed across partners.
- Practitioners and managers across the partnership access good quality, relevant training.
- Families report that their experience of help has been well coordinated.
PRIORITY 4

Coordinated planning and provision of support.

KEY ACTIONS:

- Develop provision around existing cluster groups and new family and community networks.
- Undertake a gap analysis of current Early Help support and provision.
- Ensure coherence with the SEND local Offer in relation to Early Help.
- Ensure a clear Early Help offer for adolescents.
- Identify Early Help Offer for children, young people and families with emotional and mental health needs.
- Provide opportunities for service users to participate and be involved in decision making regarding new and existing services.
- Develop innovative ways of working that draw on local knowledge and experience and respond to the changing demographics in communities.
- Develop and embed smooth transfers between schools and settings at key transition points.

HOW WILL WE KNOW WE ARE SUCCESSFUL?

- Case audits and comments from families demonstrate family centric and community based actions.
- Children, young people and families report seamless transitions between services, practitioners and localities.
- Services are family-focussed, working with children, young people and their families and involving them in service planning to meet their needs.
- Families report that they experience timely access to services and prompt delivery of agreed actions.
- There is reduction in the level of demand for specialist services.
Demonstrate a **positive impact** on the lives of children, young people and families.

**KEY ACTIONS:**

- Agree and implement an outcomes tool to monitor the impact on the child, young person or family (‘distance travelled’).
- Agree a data set and key performance indicators to measure the impact of Early Help.
- Develop feedback from service users so that it is integral to service planning, informs performance management and is used to design the future delivery of Early Help services.
- Develop outcome measures that include direct input from service users.
- Develop ways to deliver feedback to service users so that they are assured they are listened to.

**HOW WILL WE KNOW WE ARE SUCCESSFUL?**

- All partners have methods of regularly seeking service user feedback.
- Service users are confident that their views are used to inform decisions about their support and about the structure of service provision.
- Children, young people and families are satisfied with and positively endorse the help and support they receive.
- The impact of Early Help is systematically analysed.
- All partners are able to provide data on Early Help outcome measures.
- Senior leaders will regularly review data and report quarterly to the CYP&F Partnership and annually to the LSCB.

**HOW WILL SUCCESSFUL OUTCOMES BE MEASURED?**

Details about actions, baselines and measurement of success will be included in the three year action plan. This will include measures from existing partnership action plans. Methods for measuring success will include:

- Service user feedback
- Performance reports to Local Safeguarding Children Board (LSCB) and Children Young People and Families Partnership (CYP&F)
- Staff training and performance management records
- Reporting against distance travelled measures as part of an Outcomes Tool
- Reporting against partners’ action plans
- Rates of service referrals and access across partners
9 The Early Help Partnership Offer

THE EARLY HELP PARTNERSHIP OFFER

We want to develop a culture where families are able to easily access the information or support they need in ways that mean they can make their own informed decisions and solve their own problems without unnecessary contacts or interventions from services.

The Early Help Partnership Offer aims to make sure that when children, young people and their families do need information or help it is easy for them, regardless of their background or circumstances. The Offer will include what opportunities and support are available and how they can be accessed. It will have an age-related focus including early childhood (pre-birth to 11 years) and adolescence (11-18 years), with an additional focus on key transition points.

To prevent need from occurring or escalating we want to understand where more support is likely to be needed, in order to build resilience within families and communities.

The model for how settings and services will work together to provide a coordinated response to different levels of need is described in Section 10. A map of both early childhood and adolescent opportunities and services will be included as part of the Offer to guide families and workers to the most appropriate support. It will also include more detailed, theme related information (see Appendix 4 as examples).

The sections below include the key elements of the Offer, with a focus first on Early Childhood and then on Adolescence.

Early Childhood Offer

The Early Childhood Offer will include geographical/community based networks which will work together to ensure that families receive the right response at the right time and in the right way in that area.

The Early Childhood Offer aims to ensure that families have easy access to the high quality information, advice, support or additional help that may be needed to enable them to support the development of their children from conception to birth and throughout early childhood. During this important time, change is the norm as children and families experience countless opportunities to learn, grow and play and the Offer will reflect that.

Everyone has a responsibility to encourage the development of healthy, happy children and families. This includes antenatal support, support through early years’ settings and
into primary schools, where communities and professionals are well-placed to help children and families build a strong foundation for the future. They are also well-placed to understand and recognise where Early Help may be beneficial.

The role of families in the physical, emotional and social development of children must not be underestimated; it is vital that families are able to provide the care and opportunities children need from an early age. In order for this to happen, the Offer recognises that past and current experiences of parents and carers may impact positively or adversely on their children and families.

The key elements of the Offer will therefore be:

**Access**
- Families will have easy access to helpful, meaningful and coherent information and, as much as possible, access to what they need, when they need it.
- Help and support will operate in an integrated way with a range of partner organisations and services. This includes midwives, health visitors, early years’ settings, school nurses, educational settings, children’s centres, libraries, family support, GPs, community & voluntary agencies and other stakeholders.

**Team Around the Child and their Family**
- Using a whole-family strengths-based approach, partner agencies will work together to make the most of meaningful, trusted relationships that families have already and build new consistent relationships with families. This enables families to build resilience, make sustainable changes and to help themselves in the way that works best for them. (Further information in section 10).

**Community based**
- Early Help family and community networks will be established. Each Network area will be co-ordinated by a steering group of local stakeholders, who will use population information and feedback to respond to local requirements, identify local needs and assets, develop local partnerships and plan and deliver services together. Each Network will develop a local community asset model, using existing assets (physical assets and community services) and access needs.
- Each Network will look slightly different to reflect a local approach, but the expectation is that each will have at least one main focal point where families know they can go to access information, help or support. This will also be a focus for the planning and delivery of services in that area. Opportunities will be available across the range of community-based assets in that geographical/community based networks (e.g. Children’s Centres, community centres, libraries, GP practices) and will include outreach options that are appropriate to local need. The Children Centre programme will continue to provide opportunities for families with children 0-5, as part of the wider Network offering opportunities to families before children are born and up to age 11.
Early Help Adolescent Offer

The Early Help Adolescent Offer aims to ensure that every young person in South Gloucestershire, and their families, have easy access to high quality information, advice, support or help they may need during this time of significant physiological and psychological development as they navigate towards adulthood and independence.

The context of a young person’s life changes rapidly at this time.

For most young people it is a creative and exciting time of experimentation, achievements and increased autonomy. Relationships with friends and others outside of their family networks are increasingly important and influential and young people are needing to make important decisions as they look to their future independence. Use of social media and online activities are also a significant aspect of young people’s lives at this time.

Having opportunities to build trusting, positive relationships with adults who can guide and support them is crucial for young people. For the majority, these relationships will be with adults within their immediate and extended family and community networks. This is likely to also include adults within universal services, such as teachers, health workers and youth workers who will be best placed to provide information and guidance. For some, however, this may not be the case, particularly for those who at some time have had, or are experiencing, harmful relationships or other trauma.

The key elements of the Offer will therefore be:

**Accessible, high quality, information, advice and opportunities**
- across a broad range of relevant key issues such as education, employment and training, healthy relationships, health and wellbeing and preparation for independence (such as finance, housing, education, employment).

**Community based**
- through network events and joint projects, building strong community networks of people in contact with young people within a specified geographical area, who will be known to them and their families and who will work closely together. This could include local teachers, police officers, health workers, youth workers, library staff, leisure centre staff or others.

**Targeted response:**
- When problems and issues are more difficult to address, or need a coordinated multi-agency response, a lead person will be identified from the young person’s network. The lead person’s role will include identifying the Team around the young person and their family (TAF); people who can actively contribute to an agreed action plan. The action plan will include clear outcomes and the young person and their family will be enabled to actively engage in finding their own solutions as much as possible. Either the lead person or a member of the TAF should ideally be someone with whom the young person already has or can build a trusted relationship. (How We Will Work Together is described in section 10).
Adolescent Support Team:

- Develop a new multi-agency response for those young people who may still be at risk of poor outcomes including a risk of exclusion, exploitation or family breakdown. This might be in spite of efforts by their network or a Team around the Family (TAF) to identify and resolve problems and different skills or help may be needed to effectively support a young person to prevent problems escalating further. The adolescent support team will be a small, multi-agency team of different professional backgrounds resourced from a range of partners. The team will be accessed via referral and will work alongside the wider network of workers and services within the young person’s community. The work of the team will be ‘relationship-based’ (providing opportunities over time for a young person to build a trusting relationship with one or more adults). It will also aim to support the young person to build healthy networks within their communities, with opportunities to participate in positive activities, peer support and group work. Critical to this approach will be an understanding of the wider physical and social environment in which a young person lives, their networks, and an understanding of acceptable levels of risk (in the context that some risk taking behaviour is a normal part of healthy adolescent development).

The context in which a young person lives
10 How We Will Work Together

Conversations with families

We aim to build a culture together where children, young people and families are engaged in conversations when things are not going well – or where there may be a risk of problems arising – working alongside those families and empowering them to find their own solutions. These conversations can occur at any time and in any setting and may involve one or a number of services or agencies. Families must feel safe in asking for help. The help that is offered will range from advice-giving to direct work and will require strong commitment, a common purpose and common ways of working across the partnership.

This includes a whole-family approach to understand the lived experience of children, where strengths can be identified and the impact of what’s not working well is understood. Addressing underlying issues for example parental conflict, poor family relationships, isolation, worklessness/poverty and housing will have a more long-lasting, positive impact for the family and lead to better outcomes for children.
Response to Levels of Need

The ‘Early Help Window – Response to Levels of Need’

The diagram below aims to illustrate different levels of need and response. These are always underpinned by universal services.

AT ANY LEVEL IN ANY SETTING:

Early identification of need, when things are not going well or there is a risk of things not going well.

Engaging children, young people and families in conversations including what information or help they may need.

UNIVERSAL

The majority of children, young people and their families will have access to the opportunities they need to thrive within universal settings. This includes education and health settings and in communities such as parks, libraries and leisure facilities.
UNIVERSAL PLUS

Universal settings provide additional information, advice, support, guidance or services for individual children or families where needed, or will link to another agency or service for particular information or advice. Each setting will use its own processes to identify and assess needs, involve families and agree and review actions. Examples of effective processes and tools used in a range of settings will be shared and coherence with the common Early Help assessment processes is encouraged.

TARGETED

The identified, additional needs of a child, young person and their family are best met from a coordinated, multi-agency approach. Please see example Partnership Offer - Early Childhood Opportunities / Adolescent Opportunities in Appendix 4. The four key elements of the common ways of working at this level are:

- **A Lead Person** – ideally already known to the family, who can build a trusted relationship with them and coordinate the assessment and action plan and is a point of contact for the family.

- **A Team Around the Family (TAF)** – the lead person and the family together identify who else needs to be involved to contribute to the actions needed. This can include other agencies but also people from within the family network.

- **Early Help Assessment and Plan** – the lead person and the TAF work alongside the child, young person and family to identify strengths, worries and actions. Actions are agreed, coordinated and regularly reviewed.

- **Information Sharing and Consent**: Safe information sharing is essential for a plan to be effective. Families are actively involved and provide consent for information to be shared.

STATUTORY AND SPECIALIST SERVICES

These services are generally accessed following specific assessments to establish need and criteria for the service. Universal services should remain informed and involved, to ensure that children, young people and their families continue to receive ongoing support, regardless of whether the specialist service remains involved.
Navigating the right response at the right time

A new point of contact called Compass will be established to help families, agencies and settings navigate to the right information or support. Compass will also provide advice, support, guidance and training in relation to how we will work together (Early Help Assessment processes).

Compass will include dedicated Early Help Partnership workers from the Council and representatives from a range of other agencies.

The focus of Compass is Early Help with a separate contact for advice or referrals where there are safeguarding concerns.

If additional support or services are needed, a request for help can be made to Compass by including the Early Help Assessment and Plan. The request should detail additional information about what the Team Around the Family is worried about that may need additional, targeted support.
11 Making it Happen

Governance of the Early Help Partnership Strategy will be provided by the multi-agency South Gloucestershire Children, Young People and Families Partnership Board. The South Gloucestershire Local Safeguarding Children Board will have oversight and scrutiny of the Early Help Strategy and will receive an annual report on Early Help. The governance arrangement will be subject to change following the current review of these two boards.

The planning and delivery is not the responsibility of one group or agency, but is dependent on partnership working, resources and shared culture across a wide variety of agencies and settings. The following partners are members of these multiagency boards:

- Avon and Somerset Police
- Avon Fire Service
- Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group (BNSSG CCG) and Health providers
- Department of Work and Pensions
- Further Education colleges
- Primary, Secondary and Special Schools
- Probation (National Probation Service and Community Rehabilitation Company)
- South Gloucestershire Council
- Voluntary, Community and Social Enterprise Sector providers
<table>
<thead>
<tr>
<th>Code</th>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>Adverse Childhood Experiences</td>
<td></td>
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<tr>
<td>ART</td>
<td>Access and Response Team (front door to children and young people Council Services)</td>
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<tr>
<td>BSS</td>
<td>Behaviour Support Service</td>
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<tr>
<td>CAMHS</td>
<td>Child and Adolescent Mental Health Service</td>
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<tr>
<td>CC</td>
<td>Children Centres</td>
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<tr>
<td>CCG</td>
<td>Clinical Commissioning Group</td>
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<tr>
<td>CCHP</td>
<td>Community Children’s Health Partnership</td>
<td></td>
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<tr>
<td>CIN</td>
<td>Children in Need</td>
<td></td>
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<tr>
<td>CP</td>
<td>Child Protection</td>
<td></td>
</tr>
<tr>
<td>CYP&amp;FP</td>
<td>Children, Young People and Families Partnership</td>
<td></td>
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<tr>
<td>DfE</td>
<td>Department for Education</td>
<td></td>
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<tr>
<td>DH</td>
<td>Department for Health</td>
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</tr>
<tr>
<td>EH</td>
<td>Early Help</td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td>Early Intervention (sometimes used in place of EH)</td>
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<tr>
<td>EIF</td>
<td>Early Intervention Foundation</td>
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<tr>
<td>EHC plan</td>
<td>Education Health and Care plan</td>
<td></td>
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<tr>
<td>EOTAS</td>
<td>Education other than at School</td>
<td></td>
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<tr>
<td>EPS</td>
<td>Educational Psychology Service</td>
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<tr>
<td>EWO</td>
<td>Education Welfare Officer</td>
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<tr>
<td>FfF</td>
<td>Families in Focus (local response to the Troubled Families Initiative)</td>
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<tr>
<td>FNP</td>
<td>Family Nurse Partnership</td>
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<tr>
<td>FYPS</td>
<td>Family and Young People Support Service</td>
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<tr>
<td>HV</td>
<td>Health Visitor</td>
<td></td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<tr>
<td>JC</td>
<td>Joint Commissioning</td>
<td></td>
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<tr>
<td>JSNA</td>
<td>Joint Strategic Needs Assessment</td>
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<tr>
<td>LAC</td>
<td>Looked After Children (now Children in Care)</td>
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<td>LSCB</td>
<td>Local Safeguarding Children Board</td>
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<tr>
<td>NEET</td>
<td>Not in Education Employment training</td>
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<tr>
<td>OFSTED</td>
<td>Office for Standards in Education</td>
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<tr>
<td>PEP</td>
<td>Personal Education Plan</td>
<td></td>
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<tr>
<td>PLC</td>
<td>Pathway Learning Centre which is the EOATOS service and PRU</td>
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<tr>
<td>PRU</td>
<td>Pupil Referral Unit</td>
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<tr>
<td>PSP</td>
<td>Pastoral Support Plan</td>
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<td>SC</td>
<td>Social Care</td>
<td></td>
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<td>SEMHD</td>
<td>Social, Emotional and Mental Health Difficulties</td>
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<tr>
<td>SEND</td>
<td>Special Educational Needs and Disabilities</td>
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<td>SGC</td>
<td>South Gloucestershire Council</td>
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<td>South Gloucestershire Parent Carers</td>
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<td>GSCS</td>
<td>South Gloucestershire and Stroud College</td>
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<td>TAC</td>
<td>Team Around the Child</td>
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<tr>
<td>TAF</td>
<td>Team around the Family</td>
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<td>TFI</td>
<td>Troubled Families Initiative</td>
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<td>YOT</td>
<td>Youth Offending Team</td>
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Appendices
Appendix 1

Statutory Guidance on Early Help

Working Together to Safeguard Children 2018

Chapter 1 paragraphs 1 to 16 sets out the statutory guidance in relation to:

- Identifying children and families who would benefit from Early Help
- Effective assessment of the need for Early Help.
- Provision of effective Early Help services
- Accessing help and services

**Paragraph extracts from Working Together to Safeguard Children 2018:**

1. 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. Early Help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

2. Effective Early Help relies upon local organisations and agencies working together to: identify children and families who would benefit from Early Help, undertake an assessment of the need for Early Help, provide targeted Early Help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child.

3. Local authorities, under section 10 of the Children Act, have a responsibility to promote inter-agency co-operation to improve the welfare of all children. Identifying children and families who would benefit from Early Help.

4. Local organisations and agencies should have in place effective ways to identify emerging problems and potential unmet needs of individual children and families. Local authorities should work with organisations and agencies to develop joined-up Early Help services based on a clear understanding of local needs. This requires all practitioners, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other practitioners to support early identification and assessment.
6. Practitioners should, in particular, be alert to the potential need for Early Help for a child who: is disabled and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan); is a young carer; is showing signs of being drawn into anti-social or criminal behaviour; is frequently missing/goes missing from care or from home; is at risk of modern slavery, trafficking or exploitation; is at risk of being radicalised or exploited; is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; is misusing drugs or alcohol themselves; has returned home to their family from care; is a privately fostered child.

11. The provision of Early Help services should form part of a continuum of support to respond to the different levels of need of individual children and families.

12. Local areas should have a comprehensive range of effective, evidence-based services in place to address assessed needs early.... Services may also focus on improving family functioning and building the family’s own capability to solve problems. This should be done within a structured, evidence-based framework involving regular view to ensure that real progress is being made.

Keeping children safe in education Statutory guidance for schools and colleges September 2018

Statutory guidance for schools and colleges in relation to Early Help is set out in paragraphs 6, 7 and 27

Paragraph extracts from Keeping children safe in education Statutory guidance for schools and colleges September 2018:

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. All staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from Early Help.

27. If Early Help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services, if the child’s situation does not appear to be improving or is getting worse.
Appendix 2

National Context - The case for Early Help

The Foundation Years, Preventing Poor Children Becoming Poor Adults: Frank Field 2010

‘We have found overwhelming evidence that children’s life chances are most heavily predicated on their development in the first five years of life and a shift in focus towards providing high quality integrated services aimed at supporting parents and improving the abilities of our poorest children during the period when it is most effective to do so. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life.’

A fresh start to tackling youth crime. A briefing for Police and Crime Commissioners. The Independent Commission on Youth Crime and Antisocial Behaviour 2014

‘Policy makers across the political divide have increasingly recognised the potential for well-evidenced prevention programmes to prevent antisocial behaviour and deliver better outcomes for children and young people. The creation of an Early Intervention Foundation ( EIF), following reports to the government by Graham Allen MP, is a tangible sign of the shift that is taking place. The EIF’s partners in a government-backed What Works Network includes the College of Policing’.

Science and Technology Committee Evidence-based early years’ intervention - 2018

‘Despite the opportunity presented by such [early] interventions, their provision is fragmented and highly variable across England, with inadequate effective oversight mechanisms for the Government and others to monitor what local authorities are delivering. There is no clear, overarching national strategy from the UK Government targeting childhood adversity or early intervention as an effective approach to address it. Co-ordination between the different Government departments whose areas of responsibility relate to childhood adversity or associated problems could be improved.’


This thematic inspection evaluated the effectiveness of the Early Help services for children and families provided by local authorities and their partners. The report drew on evidence from inspection, from examining cases in 12 local authorities and from the views of children and young people, parents, carers, practitioners and managers. It sets out recommendations for Government, Local Authorities and LSCBs.
THE EARLY INTERVENTION FOUNDATION

The Early Intervention Foundation (EIF) founded by Graham Allen MP became an independent charity in 2013. It aims to assess the evidence of what works, to advise local authorities, charities and potential investors on how to implement Early Intervention and to advocate for Early Intervention to key decision makers nationally and locally, making the case for a pre-emptive approach to social problems and demonstrating why a solid social and emotional foundation for children and young people is so important for individuals, communities and society at large. As a member of the Government’s ‘What Works Network’ EIF has a pivotal role in providing evidence and advice on Early intervention.

‘For children, better social and emotional skills, communication, the ability to manage your own behaviour and mental health mean a stronger foundation for learning at school, an easier transition into adulthood, better job prospects, healthier relationships and improved mental and physical health. These all result in a greater chance for individuals to flourish, a fairer society and better future parents. Because if we improve the capabilities of our children, we improve the skills and assets of the next generation of parents. Early Intervention represents an intelligent approach to spending. It requires small investments to deal with root causes, rather than the much greater costs of dealing with the after-effects. It allows us to act in a less intrusive, more cost-effective way on to prevent high cost interventions further down the line’.

‘A child’s development score at 22 months already carries information about likely education outcomes at 26 years. A study of boys assessed by nurses at age 3 as being ‘at risk’ found that they had two and a half times as many criminal convictions as the group deemed not to be at risk at age 21. Vocabulary at age 5 has been found to be the best predictor of whether children who experienced social deprivation in childhood were able to escape poverty in later adult life.’ Feinstein Director of Evidence EIF, Dunedin study 2004

‘There are now a substantial number of early intervention approaches which have good evidence of improving children’s outcomes when they are offered in response to identified risks. Early intervention approaches can support the four key domains of children’s development: physical, cognitive, behavioural, and social and emotional’ Realising the Potential of Early Intervention – October 2018

‘Studies consistently show that short-term improvements within these four areas of child development can lead to benefits throughout childhood and later life. Long-term benefits associated with effective early intervention include increased income and employment opportunities, reductions in crime and increased life expectancy’ Realising the Potential of Early Intervention - October 2018
Appendix 3

Long Term Partnership Performance Measures

Successful Early Help will contribute to long term performance measures. The measures below are based on the Children Young People and Families Partnership Plan 2016-2020. Whilst effective Early Help should have a positive impact on these indicators it will not be solely responsible for them as there are a range of external factors which impact on these outcomes. Below are a range of proxy indicators which successful Early Help may contribute positively to:

- Rates of Looked After Children, rates of Children Subject to a Child Protection Plan and rates of Children in Need.
- Number and % of referrals, and re-referrals to Social Care and to Early Help services.
- % of disadvantaged and vulnerable families in contact with Children’s Centres.
- Uptake of entitlement to free child care for eligible 2, 3 and 4 year olds.
- % of children who are ‘school ready’
- % of children attracting a successful level of educational achievement at each of the Key Stages.
- Reduced gap between the educational attainment of disadvantaged children and their peers.
- Increased % of students attending school regularly and reduction in % of broken weeks.
- Achieving national Troubled Families Initiative measures on attendance.
- Decreased % of fixed term and permanent exclusions.
- Increase in the number and % of young people aged 16-19 starting a traineeship or apprenticeship.
- Increased % of young people who are in employment, education or training (EET).
- % of children living in poverty reduced.
- Reduction in childhood obesity at reception and Y6.
- Reduction in the number of pregnant women smoking at time of delivery as a proportion of those smoking at booking.
- Increased breastfeeding initiation and at 6-8 weeks.
- Reduction in hospital admissions caused by unintentional and deliberate injuries.
- Decrease in number of teenage parents.
- Reduction in % of young people requiring high level mental health services.
- Reduction in number of families reaching the threshold as vulnerable victims of domestic abuse.
- Improved perception by the public of anti-social behaviour in the local area.
- Reduction in % of children and young people missing and/or vulnerable to child sexual exploitation.
- Reductions in young people misusing drugs and alcohol.
- Reduction in number of young people reporting as homeless.
- Reduction in young people who are first time entrants to the criminal justice system.
- Reduction of inequalities and advancement of equality of opportunity for all protected characteristics.
## Appendix 4

### Early Help Partnership Offer - Early Childhood Opportunities

<table>
<thead>
<tr>
<th>UNIVERSAL PLUS</th>
<th>UNIVERSAL SERVICES</th>
<th>Targeted Services</th>
<th>Single Agency</th>
<th>Multi-agency, Early Help Assessment &amp; Plan</th>
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</thead>
<tbody>
<tr>
<td>Speech &amp; language therapy</td>
<td>Community Paediatrics</td>
<td>Child safety equipment scheme</td>
<td>Early years portage</td>
<td>Early years portage</td>
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<td>Independent &amp; financial support agencies</td>
<td>Education Physiologist Support within Schools</td>
<td>Housing support</td>
<td>Young parent support (Parenting and independence skills)</td>
<td>Counselling and wellbeing 1-1 support</td>
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<td>Mindyou (Emotional wellbeing website)</td>
<td>Parenting programmes (Training Strategy and advice)</td>
<td>Community programmes project and learning to promote life skills Resilience skills development and training</td>
<td>Targeted parenting programmes for families with early years &amp; teenagers</td>
<td>Mentoring services</td>
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<td>Community transport</td>
<td>Peer support programme(s)</td>
<td>Antenatal &amp; Infant mental health services</td>
<td>Breastfeeding support</td>
<td>Reach Healthy weight</td>
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<td>1 Big database</td>
<td>Relationship courses for adults</td>
<td>Social and health care drop in sessions</td>
<td>Smoking cessation support</td>
<td>Outdoor activities</td>
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<td>Family lives (Parentline family support &amp; bullying)</td>
<td>Counselling and wellbeing session group or 1-1 support (limited sessions)</td>
<td>Transition support in schools</td>
<td>Baby Massage groups</td>
<td>Public Health Nurses (School Nurses)</td>
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<tr>
<td>Mental Health (Voluntary services in the community)</td>
<td>Children’s centre programmes</td>
<td>Understanding &amp; supporting behaviour</td>
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<tr>
<td>Money management</td>
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<td>Wellbeing Services (NHS and Voluntary sector)</td>
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<tr>
<td>Additional support in schools</td>
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### Other related Information and advice

- Libraries membership & events
- Leisure and sports facilities
- Voluntary groups
- Information, advice and guidance portal
- Compass Information
- SEND Local Offer

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www.southglos.gov.uk
Orange text denotes examples of potential development or growth needed.

E.g. social care
Child and Adolescent Mental Health Services (CAMHS)
Youth Offending Service (YOS)
Early Help Partnership Offer - Adolescent Opportunities

**UNIVERSAL PLUS**

- Drug and Alcohol info & advice in schools
- Drug and alcohol helpline
- Homechoice Social Housing
- Off the record outreach in schools
- Unity Sexual Health contraception treatment and advice
- Sexual health and relationship informed advice
- Community Paediatrics
- Mindyou emotional wellbeing website
- FRANK website (drugs information, help & advice)
- Other Mental Health voluntary services in the community e.g. Second Step Rethink Mental Illness
- Return home interviews (for children who have been missing – FYPs)
- Youth service activities for vulnerable groups
- Peer support programme(s)
- Community Transport
- Parenting programmes (Training Strategy and advice)
- Volunteering Matters website
- HYPE - Helping Young People (children & families) to Engage.
- Social and health care drop in sessions
- Domestic Violence Information and advice helpline and programmes including Rape and Sexual abuse support
- Money management
- Wellbeing college
- LGBTQ support
- Children's centres
- Education Physicologist Support within Schools
- Apprenticeship programme (guaranteed interview scheme for disadvantaged groups)
- Community programme's and project and learning to promote life skills Resilience skills development and training
- Wellbeing Services NHS and Voluntary sector
- Counselling and wellbeing session group or 1-1 support E.g. Talking Therapies and Off The Record
- Transition support in schools

**Community & voluntary sector youth provision**

- Independence Training Flat
- Young parent support (Parenting and independence skills)
- Targeted Workshops 16+ Budget and life skill - Basic cooking & healthy eating
- Virtual School for advice & consultancy
- Family nurse partnership
- Family & young person support service (FYPs)
- Targeted youth activities

**UNIVERSAL SERVICES**

- Schools and colleges Curriculum Personal, social, health and economic education (PSHE programme).
- Peer on Peer education schemes paid
- Careers Planning in schools Vocational profile workbook
- Employment fairs and events
- National Careers Service
- Post 16 further education and higher education local provision
- Student loans
- GP / Practice nurse
- Duke of Edinburgh
- Public health nurses (school nurses)
- Student Finance England
- Health Clinics
- Information, advice and guidance portal
- Compass Information
- SEND Local Offer
- Care Leavers Local Offer

**Other related Information and advice**

- Information, advice and guidance portal
- Compass Information
- SEND Local Offer
- Care Leavers Local Offer

**EXAMPLE**

- Parents/carers and families are meeting the child's needs with support from universal services.
- Children or families with additional needs. Parents require focused support from universal services.
Orange text denotes examples of potential development or growth needed.

<table>
<thead>
<tr>
<th>Counselling and wellbeing session 1-1 support</th>
<th>Peer on Peer Mentoring scheme (paid)</th>
<th>Work experience job shadowing programme in SGC and with Partners / suppliers</th>
<th>Mentoring service's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions to Prevent homelessness Youth Maps?</td>
<td>Employment support Job coaching</td>
<td>Bristol BASE Project Barnardo's (Child Sexual Exploitation advice and guidance)</td>
<td>Young People Drug and Alcohol direct service (YPDAS)</td>
</tr>
<tr>
<td>Short term supported housing</td>
<td>NEET targeted college courses</td>
<td>Youth offending early intervention</td>
<td>Thinking aloud programme (children in care)</td>
</tr>
<tr>
<td>Supported lodging scheme</td>
<td>Transition support</td>
<td>Youth offending service health service</td>
<td>At Risk of exclusion support</td>
</tr>
<tr>
<td>Future build programme Pre apprenticeship Live and work Move on</td>
<td>Domestic violence support for children &amp; young people</td>
<td>Sexual health, relationship counselling &amp; advice</td>
<td>Concessionary travel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-1 Outreach Group and 1-1 support</td>
</tr>
</tbody>
</table>

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**E.g. social care**

**Child and Adolescent Mental Health Services (CAMHS)**

**Bristol BASE project (Barnardo’s Child Sexual Exploitation Intervention)**

**Youth Offending Service (YOS)**