

# Education, Inclusion and Achievement Service School Support



**Mandie Rowlands – Service Lead School Support and Sufficiency**

# School Support & Sufficiency Structure

## School Support and Sufficiency

**Assistant Director – Education, Inclusion and  
Achievement Service**

**Eddie Huntington**

**Service Lead – School Support and Sufficiency**

**Mandle Rowlands**

**Team Manager**

**Early Years & Childcare  
Sufficiency and School  
Service Planning**

**Cheryl Azam**

**Team Manager**

**Sufficiency Schools  
and SEND**

**Darren Coulton**

**Team Manager**

**Health Education and  
Relationship**

**Eve Conner-McGill**

**Team Manager**

**Careers**

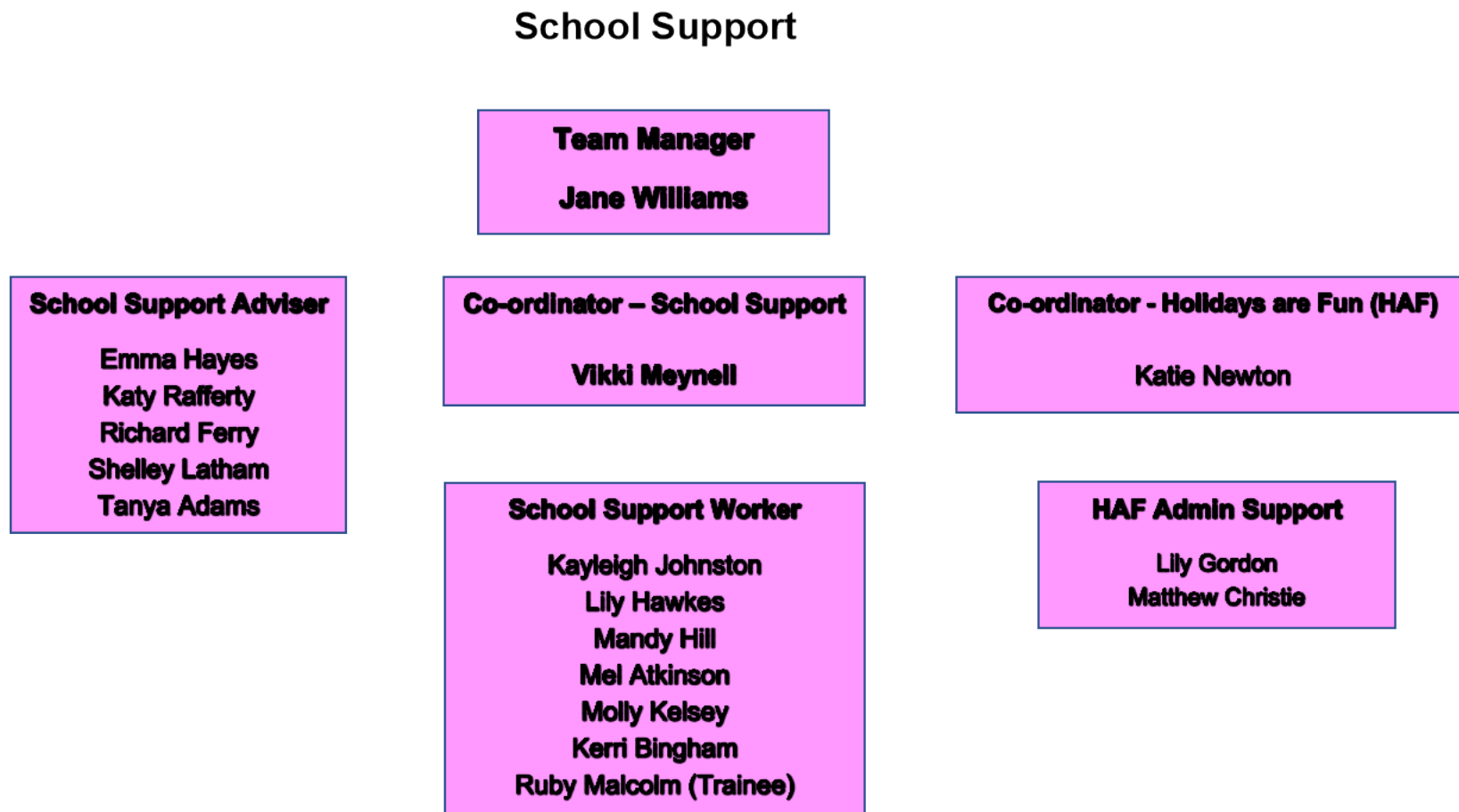
**Ian Caley**

**Team Manager**

**Schools Support**

**Jane Williams**

# School Support – The Team



# School Support Team

## Current Offer

The School Support team has 5 Advisers who work across 5 cluster areas, and work with all schools within the borough. Advisers offer a range of services including facilitating TAF's, hosting solution circles, information, advice and signposting services, acting as Lead Professional on complex cases and case reviews for 'stuck' families. The team has two main functions when supporting schools:

### **School Support Adviser role**

- Single Point of Contact (SPOC) for key school staff offering advice and support on emerging issues or concerns
- Support in initiating Involvement Forms (also known as Early Help Assessments)
- Half Termly solution circles to discuss low level cases and challenges
- Introduce and promote the use of the School Support Worker role
- Strengthen links with key school staff when children and young people have in-year transfers
- Bring services to schools – links with the community, HAF providers and Family HUBS

### **School Support Worker role**

Delivering low level interventions to children who need extra support either 1:1 or in group work on topics:

- ✓ Friendships
- ✓ Healthy Relationships
- ✓ Online Safety
- ✓ Raising Aspirations
- ✓ School Life

Allocation of work from solution circles or School Support Advisers to address concerns or challenges

Plan and deliver the summer transition programme "Be Kind to Your Mind"

Support children and young people with in-year transfers

# Data

Based on the 31,817 school aged children from reception to Year 11 across the borough, the cluster split is:

Cluster	Pupil on roll	FSM	%
Billingham	6323	1735	27
North Stockton	4651	2027	44
Central Stockton	8132	2558	31
Thornaby	3509	1719	49
IB, Eaglescliffe & Yarm	9202	1126	12

## Social Care Referrals

In the period 1 January 2024 – 31 December 2024 we received:

1768 contacts into the Children's HUB from Schools; this was 13.4% of all contacts received

758 contacts converted to a referral into the Assessment Team; this was 42.8% of the total SAFERs submitted to the CHUB

The number of contacts can represent individual children referred multiple times

## External Early Help Assessments

We have 83 **active** external EHA's – it is difficult to determine if these are open to schools. EHA's are monitored by the cluster School Support Adviser

We are currently developing a portal to allow all external episodes to be recorded into the system which will develop reporting and dashboards

# Team around the School Service (TASS)

## What we want to achieve in TASS:

- Early identification, intervention and access to services for pupils who need support
- whole system and or cross-organisational change through workforce development for school staff
- collaboration and partnership working across the organisation and with communities
- data and intelligence for planning and targeting those children at Risk of.....

## Other areas of work to be developed:

Further development of the FOCUS dashboard (formally VCD) to include additional data:

- Pupils with attendance levels of less than 95% and not known to services
- Gender versus year group
- Free school meals/Pupil Premium
- Year 6 admissions and their attendance
- Involvement with other internal services inc. Careers and Youth Justice Team
- Destination data from post 16

# Team around the School Service (TASS)

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## **The outcomes we want to achieve for children:**

- ✓ children attend school and are ready to learn
- ✓ children who need help receive the right support at the right place and time
- ✓ improved communication with school staff
- ✓ children feel supported and able to ask for help
- ✓ children tell us they feel heard and part of the plans to support them
- ✓ improved knowledge, access and participation in community-based activities

# Team around the School Service (TASS)

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## **The outcomes we want to achieve for school:**

- ✓ improved attendance
- ✓ reduced suspension and permanent exclusion
- ✓ improved communication with pupils and their parents/carers
- ✓ staff feel empower and are in receipt of the right training giving them the tools to respond
- ✓ staff are informed about who else can help outside of the school
- ✓ reduction in the number of conversations taking place about children in need of help



# Team around the School Service (TASS)

## Levels of Support

Our graduated offer enables resources to be deployed to schools based upon needs and therefore providing a responsive approach. The offer range is universal to targeted, and the level will be agreed with schools based on the intelligence and ongoing conversations:

<b>Level</b>	<b>Resource deployed to school</b>
<b>Targeted</b>	<b>Adviser based in school 1-2 days per week</b>
<b>Preventative</b>	<b>Adviser based in school up to ½-1 day per week</b>
<b>Universal</b>	<b>Duty Adviser available to guide professional</b>

## How will we know we have made a difference:

- Improved school attendance
- Reduced school-based suspensions and permanent exclusions.
- Reduced demand and escalation into statutory services.
- Improved emotional wellbeing of children and families living in Stockton.
- Children and young people will thrive, achieve and be in employment, education or training at end of Year 14

**School Support Team**

**ANY QUESTIONS?**

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