

Stockton Transformation & Improvement programme.

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What the session told us: Transformation Destination – what do we want to see in 2030?

- A cohesive, collaborative and dynamic working model that is flexible in meeting the needs of diverse communities
- Delivers a whole family approach in equalising the support and intervention that is delivered to children and families
- A comprehensive local offer providing a diverse menu of support packages to schools as well as seamless pathways
- A strong multi-channel communication plan is in place to ensure schools, parents and partners are aware of the offer, what it delivers and how it is accessed (l.e. digital app for TAS offer)
- A strong PR media strategy with clear signposting pathways
- Financial efficiency, sustainability and value for money
- Strong offer in mental health and emotional support
- Less dependency upon social care
- Partnership links with VCS, Health and police

What the session told us: Transformation Destination 2030

- The offer is clearly understood by all on what the offer is and how it can be accessed
- Flexible and adaptable to meet a diversity of needs
- The model is underpinned by a trauma informed practice approach and is solution focused
- The model utilises a strengths based, relational, person centred and holistic approach
- There is a consistency in application of ethos and approach, and it is underpinned by strong values in putting the child first in everything we do, inclusive, empowering and
- Evidence based and relentlessly driven by delivering impact and achieving the best outcomes for children and families

What is already going well in Stockton:

- Connecting teams and preventative work – sharing pre-early help work
- Taking a whole setting and whole school approach
- Holiday activities schools programme – sharing the programme has increased engagement
- Excellent feedback from children regarding HAF;
- The breadth of the offer from Family Hubs including early intervention

Where are the gaps:

- Further celebration of the impact and what is going well
- Strengthening the SEND offer – looking at models of outstanding practice / SEND transitions
- Mental Health and therapeutic work
- Family hubs making effective use of the resources that are available
- Utilising an effective asset-based approach to accelerate how the TAS model is integrated into other services

What will be different for families?

- Accessible supportive, empathetic and welcoming front-line teams
- Rapid response to need and personalised individualised support
- All families feel heard
- Families helping each other collectively
- Moving away from paternalism to empower families to make choices over how they respond and lead support
- Visible demonstration of the councils' values and culture statements
- To ensure we are using feedback from families to enhance service improvements

Vision for Team around the School

- This vision provides a mandate for change and will be delivered through the new Team around school offer that delivers sustained impact and positive outcomes for children and families in Stockton.
- The vision is to: - • To transform the Team around the school offer and design services that schools, and young people say they want and are important to them.
- To build flexibility into the new Team around the school model and its offer to ensure that services meet local need and are responsive to what young people and families have said.
- To develop a coordinated, responsive and Team around the school offer that is impact and outcomes focused.
- To design a multi-dimensional Team around school service that delivers improved ambition and outcomes for young people to better meet their needs across the areas that they have said matter most to them (Future and Ambition, Community and environment, Safety and Security, Happy Healthy Lives);

Vision for Team around the School

- To increase the accessibility and inclusiveness of the services, attracting children and young people who might need them but haven't typically engaged with them previously. This includes vulnerable groups, such as those with Special Educational Needs or Disability.
- To redesign and strengthen targeted Team around the school early help offer and model to reduce the number of young people requiring intervention from statutory services.
- To develop a robust multi-channel communication and digital strategy to engage with schools using digital solutions to promote the offer effectively.
- To support and capacity build within the sector by engaging with VCS, health partners and aligning with Family Hubs to create a holistic and asset based early help approach across Stockton.
- To deliver a sustainable model for the future represents value for money

Desired impact:

- Support Children and families in Stockton to thrive, achieve their potential and sustained positive life chances.
- Improve the emotional wellbeing of children and families living in Stockton.
- Support children to improve educational attainment, reduce school-based exclusions and increase attendance at school.
- Reduce needs escalating requiring reactive statutory services.
- Cultivate a Team around the school offer fully co designed with schools and the wider community that recognises, understands, and responds appropriately to the needs of all young people.
- Establish a diversified Team around school offer that works with children and young people on a needs-led, strengths based, trauma informed basis to better, increase safety, resilience and greater outcomes for children and families.
- Build a Team around the school offer with seamless pathways that can support and enable residents who have multiple or complex needs who are able to access support in a nonjudgmental way.

Stockton - Team around School Model Options.

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Hybrid option Team Around School– targeted support

- Providing a multifaceted, enhanced and coordinated early help offer across all schools, that deploys resources based upon evidence-based need and ensures pupils are getting the right support at the right time.
- Improving access to early help, support and intervention when children and families need it the most.
- Narrowing the gap of educational attainment, improving school attendance and reducing school-based exclusions
- Supporting schools to bolster the offer of early help support through a multidimensional team around the school offer and school based early help Navigators.
- Improve identification of needs for children and families early and provide wrap around support. •
- Reduce the demand and escalation of need into statutory services.
- Build strong relationships with VCS and health partners to provide coordinated care and support at the earliest opportunity.

Stockton Team Around School Service Offer – Overview

Flexible tailored Early Help Support

To pioneer a multifaceted flexible tailored early help response, intervention and support that provides children and families to receive the right support at the right time – leading to greater positive outcomes being achieved

Early Help school Navigator

The Early Help Navigator role and function is multidimensional in providing a diverse menu of support to schools based upon five pillars of support and intervention:
Direct work,
Thresholds
Consultancy and support, Brokerage, Partnership working; system change and thinking

This role will be underpinned by a SLA

Graduated responsive & Intelligence led approach

A graduated responsive model underpins the team around the school service offer in determining how the allocation of navigation and support is delivered to schools and ensuring it is based upon a robust continuum of need – ensuring schools get the right support at the right time

Strengths based, relational and trauma informed

- The Practice frame for the model is based upon a strong fidelity to trauma informed practice, early help skills and motivational interviewing. All school based navigators will be trained up to ensure a person centered, relational and dynamic holistic approach is delivered.

Evaluation of impact and outcomes

- A robust evaluation and impact framework will be implemented to analyse:
- Individual school performance and progress trajectory
- The maturity of the TAS offer across schools
- The whole school impact through developing a baseline diagnostic as well as individual pupils progress trajectories

Team Around School - Graduated Response Model

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Graduated Response

- - **Platinum School Offer** - Early Help Navigators are based in schools up to 2.5 days per week
- - **Gold School Offer** – Navigators based in school 2 days per week
- - **Silver School Offer** – Navigators based in school 1 day per week
- - **Bronze School Offer** – Navigators based in school 0.5 per week
- **Enhanced support and flexible choice** – schools will be allocated credits based upon how well they are performing and achieving outcomes for children and young people. Flexible Choice credits will enable schools to subscribe into a pick and mix menu of support.

Graduated Model TAS – explained in detail

- The graduated response offer explained - we are highly ambitious about delivering a innovative and responsive early help team around school offer in our schools.
- Equally we understand and recognise that each school is unique and has differing demography's and needs. Our approach is about diversification and that means creating a dynamic offer that is tailored to meet the needs of each school.
- The innovative team around the school service offer is a data led offer,. The offer that has been allocated for each school has been determined by school and ward level education and demographic datasets. School level data has been informed by the school census data return.
- **Team around the school graduated approach**
- Our graduated approach enables resources to be deployed to schools based upon needs and therefore providing the right support at the right time:
- The model is based upon a graduated responsive approach on the following four offers:
- Platinum school offer - Navigators are based in schools 2.5 days a week
- Gold School offer - Navigators based in schools 2 days per week
- Silver offer - Navigators based in schools 1 day per week
- Bronze offer - Navigators based in schools 0.5 days per week

Early Help School Navigator Role & Function



Brokerage & Coordination of Support

The Navigator will coordinate support packages for families, helping them understand Early Help Offer and services to access in a timely manner



Thresholds Guidance & Consultancy

The Navigator will support schools to address issues at an early state in line with the graduated response following the continuum of need



Direct work & Intervention

The Navigator will work alongside parents and children providing bespoke 1-1 support and deliver programmes, empowering parents and children



Partnership working

Improve organisational change capability by providing and facilitating strong partnerships across Stockton partners including building good partnership links with Health, VCS, police etc.

System Change and Thinking

The Navigator will work with schools to analyse the needs of the school community and provide relevant training for staff. School and navigator will provide and review the early help school maturity matrix

Synergies and interrelationships with other services: The Early Help Navigator role and function is multifaceted and will across the multiagency system. Strong links will be established with schools, wider stakeholders and services from the VCFS, Health, Family Hubs, Early Years and Children's social care.

Workforce development: All School Navigators will undertake training in early help skills, trauma informed practice as well as motivational skills in enhancing the ability to provide strengths based, relational and person-centred care, support and intervention

Additional Functions:

- Integrated rethink network meeting (multiagency meeting held monthly to review cases)
- Community action meetings (held termly across school clusters)

**School Leaders
Team around
school session-
15th December**

Team around the School – Co production/ design with schools

- The proposal is to deliver a series of co production sessions with cluster of schools to engage them in the collaborative design of the team around the service offer.
- The aim is to deliver six cluster school sessions over the next 4 weeks
- Each session will be based upon an Appreciative inquiry methodology to invigorate to think about what is already working well, to build upon strengths but also to adapt into thinking about the power of change and innovation through the refreshed team around the school service offer in Stockton

What happens next:

- Deliver whole service workshop to socialise the Team around the school service offer based upon either the SOAR (Strengths, Opportunities, Actions, Review) or SWOT approach
- The aim is to deliver 6 cluster design sessions with up to 30 reps from each school at one time – including mix of Primary and secondary schools

Session – Friday 8th December 2023

Outcome of session: to define clearly the Team around the School offer for Stockton and to ensure there is clear understanding of its purpose, vision and ambition:

- Recap on the last session and an overview of the insights developed
- Review the Team around the School model option created – comprising of a hybrid of ideas and feedback from the session
- Review the vision, ambition and transformation destination – how much does the model option align with what you were seeking in terms of the vision for the team around the school service offer in Stockton?

Detailed Team around the School offer development:

- **Rapid SWOT analysis** – what are the strengths of this model, what are the areas for improvement, what are the opportunities and what do you think needs to be in place to ensure this TAS model is successfully integrated across all schools?
- School Navigator role – this role is aimed at providing schools with multifaceted support across five pillars – how does this align with the current role of early help support workers? What might be missing? What training and support is required for this role?
- Whole system thinking – how do we ensure the model is integrated across other services

Stockton School Session and Workshop

Time	Item
9:30 – 10:10	Welcome, introductions and icebreaker
10:10 – 11:10	Introduce the vision and context for the work to date from Stockton in developing the Team Around School model and service offer? Team around the School pitch (Hearts and minds from schools) Data presentation on the state of local demography need in Stockton
11:10 – 11:25	Empathy session Simon's Story (or another case study on early intervention & intervention) – Case study review, Interactive group discussion & feedback
11:25 – 12:00	Appreciative Inquiry – what are doing well and where are the gaps <ul style="list-style-type: none">• Overview of the vision, ambition and purpose of the team around the school offer• What are you already doing well in your school regarding early help?• What are the gaps?• Transformation destination – what is your vision for early help in your school and what do you want to be different for:
12:00 – 1:00	Lunch
1:00 – 3.20pm	Team around the School Options Review team around school model options/ Navigator role – what do you think re the strengths? What could be different? Where are the gaps?
3:20pm – 3:40pm	Q and A session
3:40 – 4pm	Summary of next steps and close