



Schools Forum – 29th November 2018

Intensive Outreach Support Service Progress Report Autumn 2018

The intensive outreach support service (IOSS) has had some significant staff changes again since May 2018 with the loss of one intensive outreach worker leaving the service due to health issues. The service continues to be under staffed with currently only one intensive outreach worker. Attachment Lead and Thrive 10 day Practitioner training has been provided, which completes in November 2018.

Within this time period Hayley Gaze has completed work within two schools and has currently been placed within a third; she has worked within 3 schools in total. The child within her first placement has recently been permanently excluded (05/11/18) and will be placed within the chestnut provision. The children within the other two schools are maintaining their placement.

The impact of the work carried out is being monitored and measured in several ways

- Does the child maintain their school placement or move to a more appropriate educational provision
- Does the child show progress on behaviour thresholds
- Does the child show progress in their Thrive assessment
- Does the feedback from the school show positive changes
- Does the feedback from the families show positive changes
- Are the advised strategies being implemented
- Are the advised strategies still being implemented on the post service monitoring visit

An additional impact is the wider development in the whole school when working with children with SEMH (Social, Emotional and Mental Health). It has been reported by schools that there has been many benefits including:

- Staff training impacting on whole school approach to SEMH and a transference of strategies for a range of children
- An improved management of unstructured times resulting in fewer incidents
- Improved positive behaviour for learning plans
- Improved communication
- Improved parent engagement
- Improved transitions
- An improved understanding of how schools can avoid the need for specialist provision
- Greater knowledge and implementation of the restorative approach to support children with SEMH

Feedback forms and post service evaluations are being updated after each piece of work

Below is a summary of the impact seen so far in each school:

| School | Worker | Time allocation | Child remained in school or moves school to a specialist provision | Actions implemented by the school | Reduction on behaviour threshold | Increase in Thrive assessment level | Action still in place on monitoring visit | School Feedback | Family feedback | Family Well Being Score (0 struggling, 10 managing well) |
|--------|--------|-----------------|--|-----------------------------------|----------------------------------|-------------------------------------|---|--------------------------|--------------------------|--|
| K | 1 | 29 days | Yes | Limited | High 4 to Low 4 | No | TBC | Positive for all aspects | Positive for all aspects | |
| L | 2 | 40.5 days | Yes initially PEX 5/11/18 | Yes | no | Yes by 4% (Being) | somewhat | Positive for all aspects | Positive for all aspects | N/A |

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|----------|----------|---|------------|------------|----------------------------|---|------------------------------|-------------------------------------|-------------------------------------|--|
| M | 2 | Started 28.03.18- 10.07.18 40 days | Yes | Yes | High 4 to mid 3 | Yes by 15% (Being) | Monitoring Dec 18 | Positive for all aspects | Positive for all aspects | Increased from 7 to 8 and feeling a lot calmer in the family home |
| N | 2 | 12/07/18- 06/11/18 40.5 days | Yes | Yes | High 4 to mid 3 | Yes by moving up 4 developmental strands from 60% at Being to 61% Skills and structure- (now age related) | TBC | Positive for all aspects | Positive for all aspects | Increased from 5 to 9 for mother Increased from 4 to 8 for father |

Ongoing progress

- Facilitate schools to become more attachment aware: many schools have taken on board training from the IOSW which further developed their understanding of attachment difficulties.
- Update the IOSS policy
- Improve strength of child voice in evaluations: the child's voice is heard through reviews, this will be developed further
- Evidence time spent in each school by each worker: IOSW create a termly analysis report, a daily summary and timetable monitored by the IOSS line manager
- Exit and entry from the end of a piece of work to the start of a new piece of work will be dovetailed: Dovetailing has taken place depending on the level of need by the school, family and child. This has been successful and continues
- Plan for the continuation of family support when the Outreach worker finishes: This is now part of the service agreement, this has met some resistance in terms of school's capacity.

- Addition of a family wellbeing scale following advice from the Troubled Families Network Meeting. A parent scores themselves in terms of their wellbeing at the beginning of the IOSS support and on completion. A scale of 0 to 10, 0 struggling to manage 10 managing well. This serves as a further baseline to measure effectiveness of the service

Next Steps:

- Developing a child's evaluation
- Hayley gaze has begun to deliver training to all schools around SEMH packs to support all children with SEMH and further bookings are currently being taken
- Working alongside the Troubled Families program to provide better outcomes for vulnerable children and families.
- Use of the Boxall Profile as a baseline to show further progress
- Addition of parent thrive scores within the exit report to provide further baseline evidence to show progress

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