

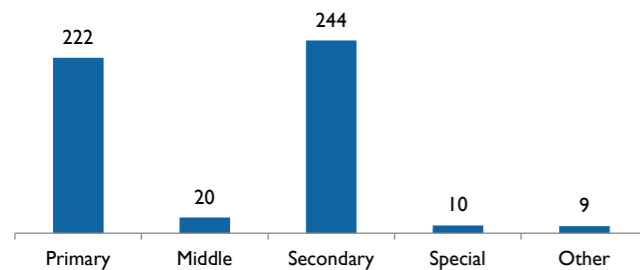
Local Support Team Data (1 January 2016 - 31 May 2016)

QUANTITY

Local Support Teams have moved their case recording to a new configuration of their IT system to reflect the support being provided to children and their families in need of Early Help. The revised recording process captures one involvement per family case, rather than one involvement per child as previously.

Requests for Support for Local Support Teams Made By Schools

Requests for Support from Schools



What This Data Tells Us

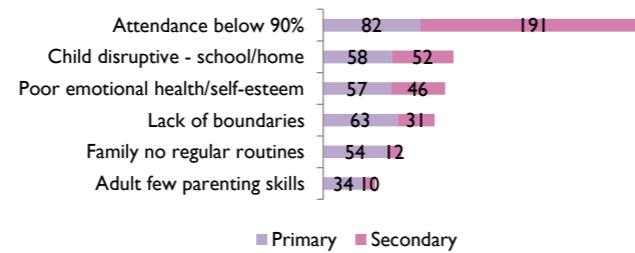
40% (505) of all requests for support were received from schools.

These figures do not include the issue of penalty notices for unauthorised leave of absence during term time.

For children in all school phases, schools submitted the highest number of requests for support to Local Support Teams.

For open requests for support from schools, attendance below 90% was the top focus for LST engagement with children, followed by child disruptive at school/home and poor emotional health.

Requests for Support from Schools - Top 6 Focuses for LST Engagements with Children

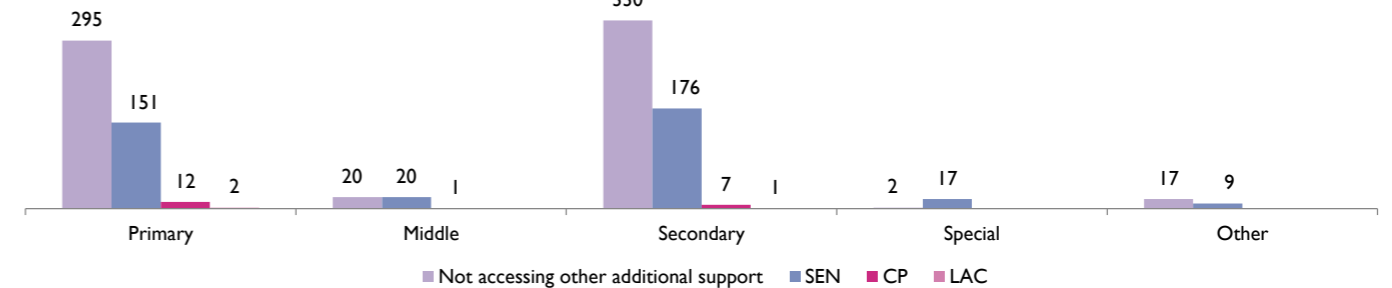


Actions

It is unsurprising that the most common issue of concern is related to school attendance. It is interesting that schools request support for both disruptive, and withdrawn, behaviour at similar rates, and it will be important for the LSTs to ensure that they retain the capacity in terms of skills to be able to respond. This information - if demonstrated by a consistent pattern, should also be used to inform commissioners of services - in particular those focussed on emotional well-being.

Local Support Team Involvement with Children who are Subject to Other Additional Support

Number of Open LST Engagements with Children



What This Data Tells Us

At the end of the reporting period, LSTs are working with three Looked After Children and 19 children subject of a Child Protection Plan. 12 of the 19 children subject of a Child Protection Plan are in the primary school phase.

Most pupils with Special Educational Needs are in the primary and secondary school phases.

Most pupils that LSTs are working with are not accessing other additional support. Two pupils at a special school do not have a SEN status.

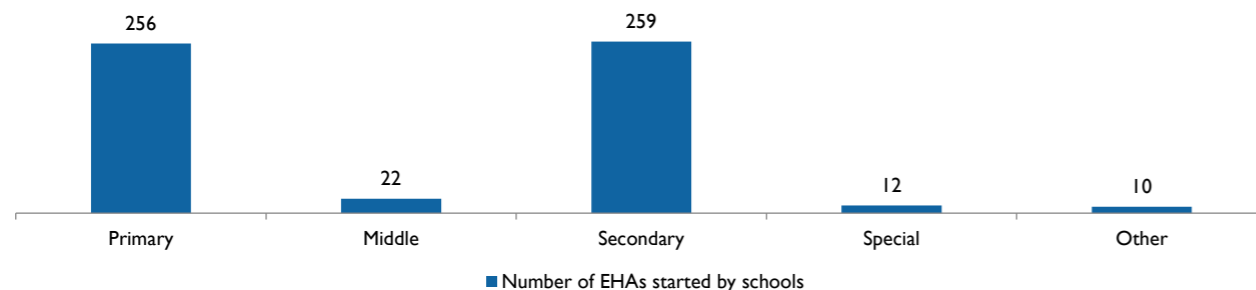
Actions

The proportion of children with a SEN is higher than anticipated and this data will inform work to ensure that the synergy between LSTs and ENTRUST is as effective as it should be, in order to avoid duplication and maximise the effective use of resources. Further analysis of the focusses of the work with children with SEN will also inform these discussions.

The 2016/17 Business Plan priorities for Local Support mean that the proportion of involvements with children who are already known to Safeguarding or LAC teams will increase over time as LSTs support work to prevent placement breakdown and help children and young people return home.

Requests for Support from Schools

Number of Early Help Assessments Started By Schools



What This Data Tells Us

559 Early Help Assessments were started by schools. Schools are leading on 54 of their own Early Help Assessments.

Of the Early Help Assessments started by schools, 20% were from Newcastle schools, followed by 16% from Cannock schools. 8% were from Stafford and South Staffordshire schools. Numbers varied across school phases.

In Tamworth, primary schools started two thirds of Early Help Assessments. In Staffordshire Moorlands, secondary schools started two thirds of Early Help Assessments.

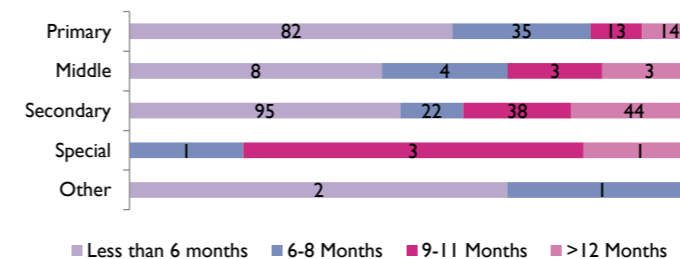
Actions

Schools are leading on 10% of early help work that is supported by the Early Help Assessment - although it is assumed that this is an under-proportion and dependent upon notification, which may not always happen.

Further reports can be produced, if required, with information about District variations in the numbers of Early Help Assessments started by schools.

Length of time of Local Support Team Involvement

Duration of Closed LST Involvements with School-Age Children



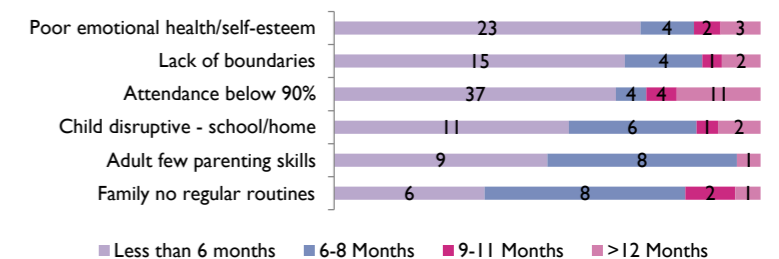
What This Data Tells Us

LSTs ceased to work with 369 school-aged children in the period. Half of all involvements had a duration of less than six months.

Over half of involvements with primary phase pupils had a duration of less than six months. Of those with a focus of poor emotional health, nearly three quarters of pupils' engagements lasted less than 6 months.

One in five involvements with secondary phase pupils had a duration of more than 12 months. One fifth of pupils' engagements with an attendance below 90% focus also had a duration of more than 12 months.

Duration of Top 6 Closed Focuses for LST Engagements with School-Age Children



Actions

Work to improve school attendance would appear from these figures to be the most likely reason for those involvements that extend beyond 12 months. This may however also reflect some 'drift', and we will interrogate these further to explore any patterns that indicate differential practice.

Further reports have been requested on the focuses of the work with the 82 involvements with secondary age pupils where the involvement exceeded nine months. If there is a significant bias on one or two issues, then this will be further explored through case audit.