

Wakefield Pilot Update

Local Ed 2025: Celebrating progress during Year 1 and looking ahead to Year 2.

14 September 2023



Aims of the Pilot in Wakefield



Pilot 1 brought together three existing elements of work that aimed to deliver better support, experiences and outcomes for vulnerable young people. The aim was to join up learning across the three, with a

- 1. A new, locality-based, multi-agency approach called ‘Wakefield Families Together’**, which brings together key services supporting families and young people in six localities across the Wakefield District.
- 2. A new, Wakefield-wide, collective-responsibility based approach to fostering inclusion and the appropriate use of Alternative Provision and avoiding exclusion** – Reducing the impact of disadvantage and increasing progression post-19 into HE and skilled employment. This work involves school, AP and LA service leaders working together through three locality-based Secondary Inclusion Panels, a Wakefield-wide Primary Inclusion Panel, and overseen by the Wakefield Inclusion Partnership Group.
- 3. A new strategic partnership for the local education system** – the Wakefield Integrated Education Partnership, launched in September 2022, has been designed to involve school and trust leaders as part of a partnership-wide approach to key strategic and systemic issues facing the local education system.

What Wakefield did in Year 1



- ✓ Embedded the Wakefield Families Together 'Team Around the School' (TAS) model, bringing a team of professionals together to get families access to support when they need it.
- ✓ Held workshops with different stakeholders including schools, early help, SEND & inclusion services to learn and understand what different partners and families consider to be a vulnerability factor (i.e. what 'flags' made children vulnerable to missing out on educational opportunities).
- ✓ Agreed a shared list of vulnerability factors that would be built into a viewer so a child or family's key worker would be able to see 'at a glance' what their wider needs and vulnerabilities might be.
- ✓ Developed Needs Profiles for neighbourhoods and localities to understand the common needs and differences in different localities across the district.
- ✓ Co-produced new Early Help and Attendance Strategies for Wakefield – linked to the work of the Integrated Education Partnership
- ✓ Undertook research to understand, and developed resources to support, Emotionally-Based School Avoidance (EBSA)

Key Learning So Far



- ✓ The Wakefield Families Together 'Team Around the School' (TAS) model has improved early help and support to family issues such as mental health and wellbeing, parenting support, health concerns, drug and alcohol misuse, money worries, behaviours, relationships etc.
- ✓ We found that TAS meetings weren't being routinely used for children who had very poor attendance.
- ✓ We agreed that poor attendance is a helpful screening indicator to encourage partners to look at a child and their families wider needs and vulnerabilities; and the rationale and potential causes for their poor school attendance
- ✓ Through this pilot and work on the Attendance Strategy, we now use the TAS for some attendance issues to give that targeted support and early help to the child and wider family.
- ✓ Locality needs vary between neighbourhoods and can even be school-specific. It is therefore very important that the services commissioned/ developed are informed by data/ intelligence and targeted to meet local priorities and demand
- ✓ There is a strong willingness and desire across the Partnership to work together, to blur organisational boundaries, to try new things and reflect and improve together in the interest of children and families.



Emotionally Based School Avoidance (EBSA):

Parent & Carer information

Aims & Plans for Year 2



Over the next year, system leaders in Wakefield will work together to...

1. Launch the new Attendance Strategy; promotion and communication to schools, partners and families. Creating a shared responsibility regarding school attendance.

2. Embed the use of poor attendance as an initial flag to explore the reasons for non-attendance and the linked vulnerability factors for children and their families

3. Build up a new baseline of vulnerable children, analyse for any commonalities and identify a new cohort to undertake a multi-agency deep dive on.

4. Use findings to identify any gaps in current support processes or services and develop tools, strategies, or develop services, with a specific focus on locality-based interventions and approaches.

5. Share regular reporting with the integrated Education Partnership (System Leaders) to continue to foster a sense of collective responsibility.

7. Embed an ongoing multi-agency approach to selecting cohorts of vulnerable children and undertaking deep dives to identify good practice, gaps and learning which is then acted upon by the System.