

Strategy for the Delivery of Early Intervention Services in Havering

September 2022 – March 2024

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Introduction

Early Intervention services have a vital role to play in ensuring that all children and young people in Havering have the same opportunities to grow, develop and thrive. Research tells us that positive change is most likely to occur when support is offered as early as possible and we know that a number of factors can adversely contribute to a child's development. During the first two years of life the brain displays a remarkable capacity to absorb information and adapt to its surroundings. Sensitive, attuned parenting and positive early childhood experiences are essential in promoting attachment, development and early learning. For example, talking and reading to a baby from birth can help stimulate language skills which in turn help children to develop a range of cognitive skills that are crucial for their development. Parents' ability to fulfil this role is affected by their own wellbeing and parenting skills, hence the need to consider the whole family and provide appropriate support through high-quality early education settings, early help services and health services. Perinatal mental health is a key influencer on a mother's ability to bond with her baby and attune to his/her emotions and needs, which in turn impacts on the baby's ability to develop a secure attachment.

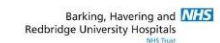
Serious case reviews will often highlight the importance of intervening early and where opportunities may have been missed to provide an opportunity for change. This is particularly prevalent in cases of serious youth violence and gang activity where we know that issues relating to parental engagement and attachment in the formative years can result in a lack of empathetic understanding as a teenager/adult. Young people with undiagnosed or unidentified speech and language difficulties or special educational needs are also, statistically, more at risk of exploitation and criminal behaviour. With this in mind, our targeted services designed to address vulnerabilities and the issues surrounding them are a vital part of Early Intervention offer. This ranges from a universal offer focused on specific needs (i.e. speech and language and those with special educational needs) to a targeted offer for care leavers around education, employment and training and parenting support designed for those under 25. Our advocacy and mentoring service, inclusive of the 'Future Mentor' programme, also provides a highly valued service to young people, both care experienced and within the borough as a whole.

Whilst the Early Intervention Service is an offer, it is also an ethos that is recognised across the partnership. Our Early Help Partnership Board is well attended and works well together to identify risk and implement new ways of working. The Early Help Partnership Board also provides quarterly reports to the Havering Safeguarding Children Partnership to identify and raise awareness of the challenges and priorities for the Early Help Sector. Our operational partnerships are just as important as our strategic relationships, with co-location and co-delivery creating a cohesive and comprehensive offer for our residents. This includes the delivery of midwifery and health visiting services from many of our children's centres and our positive working relationships with many of the boroughs schools and early year's providers.

In order to deliver effective Early Intervention Services, we need to ensure that our staff are provided with the tools and knowledge to undertake skilled interventions. As part of the Children's Services Directorate and under the Assistant Director for Social Care, all staff in the Early Help Services have access to the training and development opportunities provided by the Havering Social Care Academy. This includes the accredited systemic family therapy training delivered by the Institute of Family Therapy for those staff who are case holding and managers who provide supervision.



Our *Strategy for the Delivery of Early Intervention Services in Havering* outlines how, over the next 18 months, we will deliver against our identified priorities. We will also focus on how our services will adapt and evolve as demand changes and the way resident's access services is in accordance to their individual needs



Our Vision for Early Intervention Services

Enabling our children and families to lead happy, healthy lives.

Supporting Families

Families are able to access the right services at the right time, supporting the best possible outcomes at the earliest opportunity

Universal services are well publicised and accessible at a variety of venues across the borough

Parenting offer is consistent and available from pregnancy through to adolescence.

Our cohort of volunteers is diverse and flexible to respond to changing demand

Parent volunteers are supported and trained to share knowledge and build community resilience



Families build positive relationships

Partner agencies are kept up to date so they are able to effectively signpost families

Support for emotional wellbeing is offered in informal, non-judgemental, environment

Universal services are designed to help every child to reach their potential, and be ready for school.

Universal services will promote a healthy lifestyle

Universal Plus Service continues to offer a multi-disciplinary response to low level need

Learning and Improvement

Early Help Service offer is created and reviewed based on evidence of what works, demand and family's needs

Supporting Families framework is used to evidence sustained progress

Holistic family assessment is utilised to enable families to track their own journey.

Performance data is collated effectively to enable understanding of how, where and what services are used and by whom.



Mechanisms to track outcomes and impact of individual services are designed and implemented

Feedback from children and families is effectively collated and used to inform service delivery

Explore opportunities to learn from other organisations and share good practice

Focus on distance travelled and progress made rather than target driven indicators.



Early Help Services Vision 2022 - 2024

Partnerships and Collaboration

Services are delivered in a joined up way to provide the most efficient service for families; information is shared effectively to ensure families only have to tell their story once

Early Help and Universal services are delivered in collaboration with health education and Voluntary Sector partners

Link with community and corporate programmes to ensure joined up approaches and shared learning

Families and children with disabilities or learning needs have access to appropriate services and support



Services are delivered at community venues and supported by parent volunteers

Services for care leavers with children are co-designed and support education and employment opportunities

When concerns are identified that could lead to exclusion, children are supported to stay in school via a multi-agency approach

Effective information sharing ensures that 'hidden families' are supported to access services

Partnership approach to school readiness is agreed, with parents provided with information and tools to track their child's development

Our Way of Working

Face to Face systemic working is supported by planned, purposeful and focused interventions

Interventions are co-designed with families

Vulnerable families are encouraged to access services to respond to their needs

Always another chance – no limit on access to services

Staff are supported to manage risk with confidence and identify positive differences



Family Group Conferences and Team around the Family Meetings are family led and child focussed

Families are supported to build and repair relationships one conversation at a time.

Parents are empowered to develop their skills, create support networks and build their confidence

Written assessments and plans are recognised by the family as responding to their needs and identifying their strengths

Our Early Intervention Offer

The London Borough of Havering Early Help Service is made up of the following teams, with a remit of supporting children, young people and their families from pregnancy up to the age of 25. Early Help Services will also offer support and intervention to families with social care involvement, including independent visitors for care experienced children and young people.

Early Help Family Practitioners

Undertake Early Help Assessments
Step-up to Social Care, where needed
Team Around the Family (TAF) Meetings

Universal Plus

Multi-Disciplinary Team response to concerns that do not meet threshold for Family Practitioner intervention but would benefit from support and intervention.

Family Group Conference

Responsible for the undertaking of Family Group Conferences, including those which are court directed

MASH

An Early Help Social Worker in MASH supports with proportionate and timely responses for families requiring Early Intervention support

Volunteering and Advocacy Service

Independent Visitors
Advocacy for children and young people known to Social Care
Mentoring
Family Coach
Future Choices Mentors

Supporting Families Team

Monitoring and submission of our Payments by Results outcomes
Working with professionals to identify and track progress

Youth Services

Go Girls and GRL Academy
Goodfellas
Tea and Talk
Local Youth Groups
1-2-1 Targeted Youth Support Participation

Children's Centres

Universal 0-5 offer, available to every child in the borough
Health Visiting and Midwifery Services
Targeted services for families where a specific need is identified
Delivery of school readiness offer
1001 days and school readiness

Parenting

Empowering Parents, Empowering Communities
Strengthening Families, Strengthening Communities
STOP Programme
Parent Surgery and online support
NVR – rolling workshops



Priorities

The priorities identified in this strategy are focused areas of development and implementation for the next 18 months. Each team and partner agency within the Early Help offer will, rightly, have other areas of focus and these are for the operational managers to identify and monitor. The strategic priorities have been identified based on the below criteria and intelligence drawn from the Havering Joint Strategic Needs Assessment;

- Likely to have significant, long term impact on outcomes for children and young people
- An identified or upcoming issue likely to significantly impact on demand for statutory services if not responded to.
- A new trend or theme where a response has previously been under developed
- Requires a multi-agency strategic overview in order to respond in the most effective way.

The priorities and the associated action plan will be agreed at the Early Help Partnership Board and shared with the Local Safeguarding Partnership. This will be with the invitation of buy-in, support and challenge.

The action plan developed as part of this strategy will also ensure that residents are engaged in any new services on offer, as well as raise awareness of the benefits and outcomes associated. There have also been indicators of impact identified for each of the priorities, to help us understand and evidence what difference our offer is making to the children, young people and families of Havering.

The five key priorities identified in this strategy are;

1. **1001 days and School Readiness;** *An offer is in place to support the development of skills which mean a child is best equipped to thrive and learn. Working with parents to explore the link between life skills and being ready to learn by reception age.*
2. **Increasing Community Capacity and Reducing the Need for Statutory Intervention;** *Development of an offer that is more responsive to need and demand, working in conjunction with health, education and the voluntary sector to deliver accessible services within the local community. To support with cost benefit initiatives throughout Havering and reducing the need for statutory services.*
3. **Children with Special Education Needs and Disabilities;** *an offer is in place for children, young people and parents with SEND needs to access early intervention from birth to the age of 25*
4. **Child, Adolescent and Family Mental Health and Emotional Wellbeing;** *Pathways are in place for children, young people and parents/carers in regards to access mental health and emotional wellbeing support, which, following on from the COVID-19 pandemic, has become a prevalent need*
5. **Adolescent Early Intervention and Prevention;** *Clear pathways are in place for early identification and intervention in relation to adolescent safeguarding approaches inclusive of but not limited to: Child Criminal Exploitation, Children who are Missing, Child Sexual Exploitation, Harmful Behaviours etc*



Action Plan and Impact Monitoring

1001 Days and School Readiness

| Key Activities/Tasks | Lead Agency | Intended Outcome | Indicators of Impact |
|--|--|---|---|
| To embed widespread usage of school readiness 'Grown and Learn' booklet and '1001 Days' directory encouraging parents to consider and monitor key skills and activities to promote school readiness | Early Help Service NELFT BHRUT | Parents are supported to identify key skills and behaviours that ensure their child is ready to learn | % increase in 2-2½ year olds at or above expected level of development (ASQ3 completed by Health Visiting Service) |
| To maintain and increase registration and monitoring within Havering Children's Centres to ensure information regarding services is shared and contact is sustained. | Children's Centres | Through increased outreach and sustained contact, more children access early help and universal services before attending nursery/pre-school to ensure any learning and/or development needs are identified and responded to. | % increase in children achieving 'Good Level of Development' (GLD) at 2-3 years (EYFS progress check completed by Early Years providers) % increase in children achieving GLD at the end of Reception (EYFS profile) |
| To improve engagement with Childrens Social Care teams who are supporting children of pre-school age, to promote services linked to school readiness. Make every contact count by ensuring all relevant agencies are aware of, and can actively promote, opportunities for funded early education and childcare | Early Help Service Havering Childrens Services | More vulnerable children are ready to learn by reception age and have a positive education experience. Partners to receive information include e.g. DWP, local NHS agencies, Education, Social Care, Children's Centres. | % increase in children eligible for Free School Meals (FSM) achieving GLD in EYFS progress check at the end of Reception year % increase in eligible two year old population taking up the Two Year Old Offer (2YOO) |
| To monitor and evaluate levels of development at available health and development reviews: a) 2-2½ year olds at or above the expected level of development in the ASQ3 carried out by Health Visiting team | Early Help Service Early Years Services NELFT Public Health | Children of pre-school and nursery ages are meeting 'good levels of development' in accordance to ASQ 2/3 development checks to support school readiness | % decrease in children starting Reception who have not previously attended an early years setting |

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| b) 2-3 year olds at good level of development in the EYFS progress check carried out by Early Year providers | | | % increase proportion of families with sustained contact at Children's Centres for targeted services |
| To develop a wrap-around service for expectant mothers and new parents who are referred to social care and/or subject to statutory intervention (Inc. LAC and Care Leavers). This service will focus on developing parenting skills and promoting positive attachment. | Children's Social Care Children's Centres | Families benefit from increased knowledge and skills through positive parenting and family unification. | % increase of parents accessing Mellow Bumps, Mellow Babies and Baby Massage % increase of uptake of Butterflies Perinatal Support Group |
| To increase sharing of information, feedback loops and co-delivery of services between Children's Centres and Maternity Services to ensure effective and robust systems. | Children's Centres BHRUT Maternity Services NELFT Health Visiting | All expectant mothers are offered support and teenage mothers are identified for targeted support | % increase in number of teenage parents who are supported % increase in number of BAME and vulnerable families accessing the universal offer |
| To reduce inequalities in perinatal outcomes, especially for mothers from BAME communities, through improved delivery of perinatal mental health services and infant feeding support. | Children's Centres BHRUT | More BAME mothers, fathers and carers access appropriate support services | % increase in number of fathers/male carers engaging in support services % increase in HENRY Family Lifestyle score within local programme evaluation |
| The delivery and promotion of inclusive pre and post-natal services for parents, with a focus on engaging fathers/male carers | Children's Centres BHRUT | All parents are able to engage with support services, with a particular increase in numbers of fathers/ male carers participating. | % increase of 5 year olds free from dental decay % increase of 3 year olds free from dental decay |
| To increase the delivery of HENRY 0-5 Programme / HENRY Buddy Service to vulnerable families | Children's Centres/Early Help Service NELFT Public Health | Families improve their attitudes, knowledge and behaviours towards diet and health as per the HENRY evaluation criteria. | % increase/decrease of children underweight/overweight/healthy weight at reception age % increase in prevalence of mothers breast feeding at 6-8 weeks |
| To increase accessibility and availability of Infant Feeding programmes | Children's Centres NELFT | Increase in positive bonding and reduction in stress, around Infant Feeding, as reported by parents | |
| | Kent Community Health NHS Foundation Trust | For an increase of parents/carers attending oral health workshops delivered though the Childrens | |

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| To promote Dental Nurse Drop In at children's centre sessions and increase uptake of Oral Health Workshops via the Universal Offer | Children's Centres | centres and reduce the number of children experiencing tooth decay | |
| To promote and encourage Healthy Early Years Programme, through the Childrens centres; ensuring a healthy diet for children and supporting oral health alongside food. | Children's Centres | Providing parents with an understanding of how to maintain and establish good oral health and nutrition. Reducing childhood obesity. | |
| The development of pre and post birth checklists covering Early Help/ Early Years information to be implemented through MASH and Assessment team | Childrens Services MASH Early Help | Families supported by Childrens Services have a wider understanding of the Early Years offer and services available to them throughout pregnancy and post birth stages | |

Increasing Community Capacity and Reducing the Need for Statutory Interventions

| Key Activities/Tasks | Lead Agency | Intended Outcome | Indicators of Impact |
|---|---|---|--|
| Establish and deliver a Universal Parenting Offer within the community, to include Empowering Parents Empowering Communities (EPEC) | Parenting Service Early Help Service | Increased capacity for delivering services within community venues such as community hubs, schools and faith venues | % increase of EPEC delivery and sustained engagement from participating families % increase in parent group leaders/community champions |
| For links are developed and strengthened between the Childrens Centres 0-5 offer and community venues, including Community Hubs, GP's, Hospitals and Local Community Groups | Childrens Centres | Childrens centres 0-5 offer is accessible from within the community, with a view to target 'hard to reach families' | % increase in uptake of rolling parenting programmes % increase in Childrens Centre new registrations |
| To evidence of a range of services being accessed via the community such as | Voluntary sector agencies Early Help Service Supporting Families Team | Families are able to access support from within their community at the earliest | % increase of families accessing the Harold Hill/Rainham Community Hub |

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| PANTRY provision, Peabody support and Employment/training advisors | | opportunity reducing the need for potential future interventions | % increase of families referred to Community hubs from partner agencies |
| A Youth Provision is available within the community and partners cross work to promote awareness and attendance | Youth Services Partner Agencies | Children and Young People are able to access youth provisions from a range of locations in accordance to their needs | % increase in youth provision attendance |
| A strong volunteering offer is available within the community to offer either a route to support or to becoming a community volunteer | Volunteer, IV and Advocacy Service | We will have a wide range of diverse volunteers available to support families, recruited from the local community who are appropriately matched with families/young people | % of young people attending targeted sessions such as LGBTQ groups % increase of volunteer base |
| Local Area Co-ordination is embedded into the community and partners are aware of the support available and appropriate referral routes | Local Area Co-ordination team Early Help Service Partner Agencies | Families are supported at the earliest opportunity to link into their local community resources and remain independent from statutory services | % increase of young people/families matched within the mentoring and family coach service % increase in referrals to local area coordination from across service areas % decrease in re-referrals to services for families that have had local area coordination support |

Children with Special Education Needs and Disabilities

| Key Activities/Tasks | Lead Agency | Intended Outcome | Indicators of Impact |
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| To maintain links with Speech and Language Therapy Service, Health Visiting Service and Ready, Steady, Talk Group for those children on the waiting list for low level services. To increase service delivery to meet growing need | NELFT Children's Centres | An increased amount of children access speech and language support before the age of five | % increase in referral rate to Ready, Steady, Talk Group and outcomes for attendees. % increase in referrals of parents to the Family Learning Service |
| Formalise the pathways between Children's Centre and the 0-5 CAD Team. | CAD 0-5 Team Children's Centres | Children with SEN are able to access support, advice and guidance as well as services and activities to aid development. | % decrease in average wait time with regard to referral pathways for specialist services |
| To embed and deliver on the START programme for families with a diagnosed or suspected Autism/ADHD diagnosis | CAD 0-5 Childrens Centres | Families are able to access specialised support/programme in regards to commination/developmental needs where there is a familial link to Autism or ADHD | % increase of EHCP applications in the Early Years Settings to support school readiness % increase in uptake of the START programme and completion rate |
| Raise awareness of early education offer for children in receipt of DLA and ensure robust information sharing between CAD, Admissions and Early Help Service | CAD Early Years Early Help Service | To support children into provision at an earlier point to ensure needs are identified and enable other services to work with the children. | % increase in junior revellers attendance % increase in revellers up to 25 attendance |
| Improved access to Youth Services from a community based level as well as referrals from partner agencies for children and young people with SEND needs | Youth Services Early Help Service Partner Agencies | Young people within the borough feel confident and comfortable attending youth groups delivered and that referral routes are embedded across partner agencies | % uptake of the youth offer from children with SEND needs % increase of young people engaged with the YJS who are supported via SALT |
| Improved access to Speech and Language support services for young people engaged with the Youth Justice Service | Youth Justice Services SALT | Young people within the Youth Justice Service are appropriately supported by health colleagues/speech and language team at the earliest identified opportunity | |

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Child, Adolescent and Family Mental Health and Emotional Wellbeing

| Key Activities/Tasks | Lead Agency | Intended Outcome | Indicators of Impact |
|--|---|--|---|
| Children, Young People and Families are supported to access appropriate mental health services in a timely fashion | Early Help Service CAMHS Health Services | Children and parents are referred to mental health services and are able to engage in interventions without the need of high level services | Number of young people referred to CAMHS / mental health services % reduction in young people being admitted to inpatient treatment for mental health concerns |
| Promotion of universal services to support with mental health and ease of accessibility. Family Information Service sees an increased digital footprint in this access | All partner agencies Family Information Service | Families are able to access services independently, using digital resources, to support with their emotional wellbeing | % increase of digital footprints from the FIS service mental health directory % increase of referrals to the Early Help Mental Health Advisor |
| Parents engaged with Early Help or CYPS support are referred/have access to Mental Health Assessments and are referred to appropriate services | Early Help Service CYPS Supporting Families | Parents are supported in a timely manner in regards to mental health assessments and appropriate recommendations/actions are put in place to offer support | % increase of referrals to the MHST teams % increase of STAR worker engagement within school % uptake of the Tea and Talk provision |
| Young people are able to access Mental Health and emotional wellbeing support in schools in a timely manner | Mental Health School Support Teams STAR Workers Education providers | Children and young people are supported through early identification in regards to their mental health, reducing the need for more intensive services in the future | % uptake of Goodfellas, Go Girls and GRL Academy provision % uptake of the Bounce provision |
| Young People are engaged with positive youth activities to support with their emotional wellbeing | Youth Services Integrated Adolescent Services Partner Agencies | Through attending youth provisions, children and young people are supported to maintain a good level of emotional wellbeing and are able to access support if required | % uptake of LGBTQ+ activities |

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| | | | <p>% Uptake of CAMHS support undertaken in the Youth Justice Service</p> <p>% increase of young people accessing ELSA support within their educational setting</p> |
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Adolescent Early Intervention and Prevention

| Key Activities/Tasks | Lead Agency | Intended Outcome | Indicators of Impact |
|--|---|--|--|
| <p>Introduction of Havering risk and vulnerability assessment tool HARVA – embedded into case management system internally – this will take place of other assessments</p> <p>This will also be offered externally – understanding the level of risk and how to manage this within sectors of if further support is identified</p> | IASS Childrens Services | Young people at risk of contextual safeguarding concerns are identified at the earliest opportunity and support is available | <p>% increase in HARVA assessments to be completed</p> <p>% increase of HARVA assessment completed by partner agencies</p> <p>Training provided from IASS to partners in regards to risk assessments and what can be offered</p> |
| Clear pathways from the MASH front door into IASS service developed and implemented | MASH IASS | Young people ae supported via the right service at the earliest opportunity | % increase of peer groups being identified |
| Group working in schools – identifying peer groups of young people with concerns and working contextually to reduce risk | Education IASS Childrens Services | Early identification of peer group concerns and support is made available within the community | % increase of IASS referrals from the MASH front door |

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| <p>To increase the take up of local parenting offers i.e. Non Violent Resistance, STOP and Strengthening Families within the IASS service</p> | <p>Early Help Childrens Services</p> | <p>To provide a targeted support to parents/carers in respect of positive parenting strategies to reduce contextual risks and maintain family relationship.</p> | <p>% increase of young people removed from the SFC index</p> <p>% decrease in 1st time entrants to YJS/CIC etc</p> <p>% increase of IASS consultations taking place between IASS and Early Help</p> |
| <p>To implement a pathway from the MASH front door in respect of NVR parenting for contact reasons such as 'beyond parental control'. To support with the reduction of relationship breakdown and the implementation of strategies to address risk taking behaviours</p> | <p>MASH Parenting Service</p> | <p>To provide timely support at the earliest opportunity to support parents/carers to manage risk taking behaviours, to support parents/carers reflect on their parenting styles and the implementation of appropriate parenting strategies</p> | <p>% decrease in young people going missing (particularly around children in care)</p> <p>% Increase in STOP referrals, NVR referrals from IASS</p> |
| <p>To implement a standardised referral route for families engaged with Childrens Services to engage with the Family Group Conference Service to allow exploration extended family support network in response to identified needs/risks</p> | <p>Early Help Childrens Services Family Group Conference</p> | <p>To allow families the chance to explore their extended support networks in regards to identified needs to support with developing family resilience and reducing the need for future statutory support</p> | <p>% Uptake of the Reducing Parental Conflict offer from the IASS service</p> <p>% of parenting support offered through the MASH front door for targeted concerns</p> <p>% increase of Family Group Conferences referrals/meetings and to evidence a reduction of re-entry into services following conferences</p> |

What the Future Holds

In the coming months and years, budgets for all Council services will be tight and the need for collaboration will be stronger than ever before. Our Early Help Partnership is built on strong foundations and has already achieved great outcomes for children and families within the borough. Our strategy sets out our priorities for the next 18 months, however is by no means exhaustive of the work carried out by colleagues within the partnership. The Early Help Partnership Board will continue as the forum for the strategic oversight of the work carried out, as well as any successes and challenges that are faced. Our Early Help

Operational Forum will oversee the day to day work completed via task and finish groups, with this then feeding into the Partnership Board via regular reporting. We will also continue our role as part of the Havering Safeguarding Partnership with regular updates.

In the future we are likely to see a greater demand on early help and early intervention services. These are likely to be some families that have never needed our services previously, and others that we have supported before. We also need to continue to be mindful of the changing demographic within our borough and ensure that our services are inclusive and accessible to all who need them.

I am confident in the strength of our partnership and the high quality of services on offer, I look forward to being part of the continuing journey.

Tara Geere | Director of Children's Services