

Social Emotional and Mental Health Team (SEMH Team)

The LA is seeking de-delegation for SEMH services which now form part of SEND Education Support Service (formerly CAD 5 to 19).

De-delegated funding will be used to provide an enhanced resource of School Support Family Practitioners (SSFPs), meaning that this will be provided to maintained schools without an additional charge.

The primary purpose of this service is to work closely with families of vulnerable children with SEMH needs, to prevent permanent exclusion and suspension, maintain placement and positive working relationships between home and school. The service will also provide early intervention work with children and parents. SSFPs work in a similar way to family practitioners within Early Help, but with a strong focus on educational outcomes alongside family support.

Rationale for maintaining a central SSFP service in Havering

The allocation of practitioner time is determined by reference to the schools' Vulnerability Table, which is produced by statistical analysis of the volume of SEN, LAC, mobility and EAL in each school.

SSFPs provide tailored support and interventions based on the identified needs of the family. In partnership with families and other agencies, specifically Education provisions, they carry out a comprehensive assessment, address identified needs and ensure sustainable long-term change is achieved.

They also have a thorough understanding of local need and available resources enabling them to engage partner agencies effectively to ensure that families achieve optimum outcomes.

The offer for LA-maintained primaries:

The service has been re-structured to include 1 x Senior SSFP and 3 x SSFPs, providing sufficient capacity to support c200 families per 12-month period. The job profiles for these posts are shown below.

Referrals will be allocated based on a minimum of at least 1 individual case per year per school (core offer = approx 60 families) and remaining referrals will be allocated (approx. 60) according to the vulnerability data and needs of the situation – with priority given to the more vulnerable schools. The most vulnerable schools will also have the opportunity to access small group interventions for children who would benefit from early intervention for their SEMH needs, delivered by the Senior SSFP and an SEMH Advisor.

All schools, regardless of their vulnerability data, will also have access to parenting groups also delivered by the Senior SSFP and an SEMH Advisor.

This will allow for a further 100 families to be supported, representing an overall 90% increase on the current offer.

Schools complete a SEND Gateway Referral Form (SGRF) selecting the SSFP box and submit to cad5to19@haverling.gov.uk and these are triaged fortnightly on a Friday.

The SSFP role supports the family in working alongside the child's current education setting where challenging behaviour is a concern, giving the opportunity to work on shared goals with the aim of improving educational outcomes for Havering children and the quality of life and experiences for Havering families.

This early intervention provision is for children and young people aged between five and eleven years' old who have identified SEMH needs, and are not currently known to Early Help or Social Care.

SSFPs provide tailored support and interventions based on the identified needs of the family. For those families accessing individual intense support from the service, the SSFP will contact the family and within five days of case allocation, and undertake an initial home visit. The SSFP will complete an assessment with the family and gain input from the child's school. This will highlight any other areas of support needed and the wishes and feelings of the child / children will be gained. From the identified needs, an action plan will be devised for the family.

Once the assessment has been completed, TAF (Team Around the family) meetings will be facilitated at regular intervals, which will be dependent on the needs of the family and the level of support implemented. On average, this meeting will be scheduled every 4-6 weeks and provides an opportunity where the parent/s and a team of multi-agency professionals working with the family will review and update the SMART action plan. The average time an SSFP supports an individual child, family and school is four months, with the option to extend in exceptional circumstances.

The SSFP will work directly with the parents and child offering support and interventions which will be tailored to the individual family needs. Various evidence based parenting programmes are currently being run by qualified facilitators which parents can access through a referral with the main focus being around managing SEMH needs in the home, as well as maintaining their mainstream school place and enjoying a positive school experience.

The Children and Parent groups are managed and organised by the Senior SSFP, in liaison with each school on an individual basis. Parent support groups are delivered in Clusters on a half-termly basis, one cluster per half term.

Impact of the SSFPs:

The SSFPs receive very positive feedback from the schools that they support, and have successfully engaged children and families to ensure that behaviour improves, and the risk of suspension and/or permanent exclusion reduces.

102 families were supported in 2021 across 2 full time and 1 supervisory SSFP positions - 98% of these children are still within their original placements, 2% are now receiving their education outside of Havering in out-of-borough placements. It is not possible at this time to provide more up-to-date data, as the new way of working began this financial year (2024-25), with the parent and children groups starting this academic year (September 2024). Anecdotal feedback from schools and parents involved so far has been very positive with excellent uptake from parents and engagement from children. We anticipate expanding the number of parent groups after Christmas (January 2025) to support more families, due to the feedback received so far.

Below are a couple of direct quotes from parents.

Parent A - "Carla was amazing and always there when we need her, without her we wouldn't get to where we are now. Thanks a lot for her help and support."

Parent A is the parent of a young person with social communication needs, the SSFP was able to help the parents with seeking support from the appropriate health care professionals and organise next steps. The young man in question was previously receiving regular fixed term exclusions, SSFP was able to support the school in communicating with the parents and linking behaviour strategies to the home environment.

Parent B - "Carla was amazing from the start, I didn't really know about Early Help I thought it was for bad parents. But Carla explained everything they do, Carla was very helpful and really listened to me, she went above and beyond what I expected. Carla really helped me with my relationship with the school and got the necessary outside agencies involved. And she always found out answers for me if she didn't at the time.

Carla really listened to XXXX as well, and at times XXXX enjoyed talking to Carla even asking when he will she be coming to his school. I feel without Carla, my situation with XXXXX and the school would never have improved. We have all come a long way since the beginning and it wouldn't have been able to do it without her."

Parent B is the mother of a child with complex needs who had experienced multiple suspensions and was on the brink of permanent exclusion, following SSFP support his mother has built a positive relationship with the school/developed an understanding of her son's behaviour and how to manage it. Her son is no longer at risk of permanent exclusion.

Job profile for the post of Senior School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering

Job Profile

Job Title: Senior School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): NEW Job Evaluation Number: 3203
Grade: Grade	Date last updated October 2022 Date of last Evaluation: October 2022

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to supervise the work of and line manage three SSFPs key working a caseload of families and individuals within the CAD Social, Emotional and Mental Health (SEMH) Team, as well as hold a caseload themselves. They will be working with education provisions and as part of a multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to undertake all of the following as well as oversee the work of three SSFPs who:

- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may affect families, for example welfare reform, Troubled Families agenda etc

The Senior SSFP will oversee all aspects of the line management of their direct reports, work with the SEMH Team Manager to coordinate their programmes and ensure the quality and consistency of their work.

Job Context:

1. The post holder reports to the SEMH Team Manager.
2. The post holder has supervisory responsibility for approximately three SSFPs but without full line management responsibility in terms of payroll and HR.
3. The post holder may be required to work weekends and evenings as required.
4. The post holder has no Financial/Resources responsibility but will support the SEMH Team Manager in accounting for spend on the SSFP and Senior SSFP.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.
- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with emotional and behavioural difficulties.
- Experience of managing adults or evidence of the qualities and experience to do so effectively.
- At least 2 years experience working in an educational environment

Qualifications

- Level 2 Maths and English

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

ability to achieve positive family change.	
To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.

Job profile for the post of School Family Practitioner

(Competency profile and items common to all job profiles have been omitted)

London Borough of Havering Job Profile

Job Title: School Support Family Practitioner (SSFP)	Directorate: Children's Services - Education
Service/Section: Special Education Needs and/or Disabilities (SEND) Service	Post Number(s): 10003222 10007778 NEW NEW Job Evaluation Number: 3447
Grade: Grade	Date last updated: July 2023 Date of last Evaluation: July 2023

Main Purpose of the Job/Key Objectives:

The primary purpose of this post is to key work a caseload of families and individuals within the SEND SEMH Team and education provisions and to work as part of multi-disciplinary team in delivering interventions that aim to tackle issues identified. The team will be testing out new ways of intensive work with families to ensure positive and sustainable changes are made and that appropriate interventions are offered at the right time.

The key objectives are to:

- To undertake a key role in the Special Education Needs and/or Disabilities (SEND) Service. The SEND Team is responsible for providing direct support to children, young people, adults and their families and carers. They will also work very closely with early years settings, schools, colleges and other settings.
- Facilitate planning meetings (TAF meetings) and implement support plans for pupils presenting with social and emotional difficulties in mainstream schools and, at times, in specialist settings and alternative provision and their families.
- Provide direct support within schools, family homes and community buildings for children at risk of exclusion and/or demonstrating social and emotional difficulties who are vulnerable to poor outcomes.
- Regular meetings with parents, siblings and involved professionals to undertake interventions, update on progress and share concerns. Attend meetings as

required by other agencies including schools, social care and other CAD professionals.

- To manage own time and any other resources associated with these duties with due regard for efficiency, economy and effectiveness.
- Attend meetings outside core hours as and when necessary to meet the needs of the families.
- Supporting the needs of the family with wider contextual issues such as housing, benefits, health, parental mental health, EHCP applications, domestic abuse, MARAC attendance, CAMHS / paediatric appointments and paperwork. Making appropriate referrals to other agencies for specialist input and support.
- Assessing risk before, during and after home visits and taking appropriate action.
- Managing difficult relationships between parents and professionals to ensure the child has a successful school experience.
- Provide tailored support and interventions based on the identified needs of the family. This could also include intensive work with those in care, on the cusp of care or stepping down from statutory services.
- In partnership with families and other agencies-specifically Education provisions, carry out a comprehensive assessment address identified needs and ensure sustainable long term change is achieved.
- Have a good understanding on local need, available resources and to effectively engage partner agencies to ensure families achieve optimum outcomes.
- Keep abreast with any changes to policies that may effect families, for example welfare reform, Troubled Families agenda etc

Job Context:

5. The post holder reports to the Senior SSFP.
6. The post holder has no line management responsibility.
7. The post holder may be required to work weekends and evenings as required.
8. The post holder has no Financial/Resources responsibility.

Experience

- Extensive experience of working with parents.
- Experience of working across organisational boundaries.
- Experience of working with children and Families including complex assessments and statutory work.

- Experience of working in a multi-disciplinary interagency basis and ability to negotiate on behalf of customers
- Experience of working in ways which empower and encourage participation of families.
- Experience of working with children with SEMH needs.

Qualifications

- Diploma level of education or equivalent.

Key Accountabilities and Result Areas:

Key Result Area	Expected End Result
Manage a caseload with an emphasis on encouraging participation, effective and meaningful involvement from families with an aim to improving outcomes for families	Cases effectively managed with agreed outcomes for families achieved.
Plans, delivers and reviews individual and family Support Plans to assist families with proposed actions set to ensure desired changes are achieved	Plans continually reviewed and updated, needs of families are met.
Coordinate planning of services, taking account of the needs of families and issues they face when caring for their child/ren.	All relevant professionals engaged at appropriate stages for each family.
Identify families who meet the troubled family criteria and inform the appropriate TF lead to ensure payment by results are applied for	All appropriate cases will be recorded on the TF database. PBR claims will evidence successful outcomes achieved by the direct work completed by the Tier 3 team.
Keeps up-to-date with good practice, current legislation and Directorate policy, practice and initiatives, and plays a lead role in disseminating these within the team	Accurately interprets legislation policies and procedures. Knowledge is up to date and shared with the team.
Provides direct support to individuals as well as groups in order to raise awareness of difficulties faced by families.	Direct support and intervention provided.
Provides comprehensive family assessments and analysis based on information gathered to agreed timescales.	All necessary information is gathered and included in assessments and made accessible to all appropriate agencies.
Puts in place suitable intervention, prevention and enforcement measures that seek to reduce negative behaviour effecting the ability to achieve positive family change.	Intervention and prevention measures in place, all relevant parties feel supported engaged and included.

To empower families to develop new skills and experience that will equip them to become independent. For example, training/employment opportunities.	Families will be more independent and no longer require intensive intervention, leading to improved family outcomes.
To share individual specialism with team members and offer appropriate support and advice to all staff within the CAD service and education provisions	Experience and knowledge is actively shared with the team and the benefits of multi-agency team are maximised within the CAD service and education provisions. Staff will feel supported and good professional relationships will be developed.
Maintains and encourages high professional standards within the team and directorate.	Professional standards are maintained.
Assists in the development of robust record keeping systems to disseminate information within the service.	Records are kept up to date and accurate on all recording systems.
Share with other service providers, the experiences of families and to contribute to developing means of improving this experience.	Knowledge and experience of direct work with families is shared with service providers as necessary.
Negotiate and coordinate support for families through the development of effective outreach services, including one-to-one support and group work.	Outreach services and support are in place for families and groups as agreed.
Develop and maintain good working relationships with statutory, voluntary agencies.	Relationships with all partner agencies are positive.
Keeps professional knowledge and skills up to date.	Relevant training workshops and courses attended
To represent and speak on behalf of the CAD Service and education provisions at various multi-agency meetings.	Is an excellent advocate of the service.