

Directory of Services

INDEX

Families and Children's Services:

Placement Services

- Adoption
- Fostering
- Children in Care
- Care Leavers
- Virtual School
- Children's Emergency Duty Services

Quality Assurance and Principal Social Worker

- Conference and Reviewing Service
- Independent Visitor Scheme

Support and Safeguarding Service

- MASH
- Care Proceedings
- Contact and Assessment (Court mandated)
- Support and Safeguarding
 - Early Years Inclusion
 - Education Welfare and Penalty Notices
 - PAUSE

Special Educational Needs and Disability (SEND) Service

- SEND Support
- Specialist SEN/SEN Inclusion Support
- Educational Psychology
- Behaviour Support
- Ethnic Minority Achievement
- Sensory Impairment and Physical and Medical Needs
- DOFA

Youth Offending Partnership

- Youth Offending and Prevention Team
- Community Engagement Team (Volunteers)
- Victim Liaison and Victim Support

Safeguarding in schools and early years settings

Performance and Information

Education and Skills:

School Effectiveness

- School Improvement
- Risk Assessing School Performance
- Intensive School Support
- Quality Improvement
- School Governance
- Early Years Learning and Development Advisory Team
- Family Learning
- Wiltshire Learning Hub (formerly Wilts & Swindon Learning Resources)
- School Support
 - Supporting the achievement of disadvantaged learners
 - Supporting recruitment and the first year of new headteachers
 - NQT quality assurance and professional development
 - Structural change and academy conversion

Traded Services

- Traded Services

School Place Commissioning

- Admissions
- Premises/School Organisation

Employment and Skills

- Work Wiltshire
- Apprenticeship growth
- Careers Education, Information, Advice and Guidance (CEIAG) in schools
- Building Bridges - employer engagement and in-work support
- Higher Futures – support for businesses to upskill their workforce
- Higher Education strategy for Swindon and Wiltshire
- Education, Employment and Training opportunities for care leavers

Commissioning:

Childcare Team

- Childcare Team

Commissioners

- Commissioning

Wiltshire Safeguarding Children Board:

WSCB

Appendix 1:

Headline data

Families and Children's Services:

Placement Services

- Adoption - aims to provide a range of safe, secure and enduring adoptive placements to meet the assessed needs of children waiting to be adopted in order to promote and safeguard their welfare. To recruit a sufficient pool of prospective adopters to offer placement choice in order to meet the assessed needs of the children. The Adoption Panel makes recommendations to the Agency's Decision Maker on whether a child should be placed for adoption; whether a prospective adopter is suitable to adopt a child; and whether a child should be placed for adoption with a particular prospective adopter. From October 2018 Wiltshire Council will participate in Adoption West, a Regional Adoption Agency, along with five other councils. The functions currently undertaken by the Wiltshire Fostering Service will transfer to Adoption West. A Board of Directors, chaired by the Wiltshire Council Corporate Director for Children and Education, will oversee performance of Adoption West.
- Fostering - aims to provide and maintain stable, first-rate foster care for children and young people. To recruit, train and approve foster carers and deliver ongoing support to them to give them the skills and confidence they need to develop meaningful relationships with the children and young people they care for and provide stable and loving homes while they are part of the foster family.
- Children in Care - will ensure that children who are looked after are placed in properly approved placements, suitable to meet their needs and that, wherever possible, siblings are placed together. They will be placed in a family placement unless there are assessed reasons why residential care or an alternative type of placement is the better option.
- Care Leavers - If a young person remains in care until adulthood Children's Services will ensure that they are supported when they leave care, including through remaining in their foster placement (Staying Put). Our responsibilities for these young people continue until they are 25. This support will include personal assistance with living independently and with accessing and making the most of education and employment opportunities.
- Virtual School - The Virtual School is responsible for improving and supporting the educational attainment of all children and young people in the care of Wiltshire Council, including those who live and attend schools in other Local Authorities.
- Emergency Duty Services - provides statutory services to vulnerable children and adults who are in need of safeguarding or protection outside of office hours.

Quality Assurance and Principal Social Worker

- Conference and Reviewing Service – has responsibility for setting up and chairing statutory reviews for looked after children and chairing multi-agency child protection conferences and checking that practice across agencies is robust and effective. The Service provides a quality assurance function with regards to quality of work within children's social care and partner agencies and planning for children subject to a child protection plan and looked after children.
- Independent Visitor Scheme - An Independent Visitor is a trusted adult from outside the system who can offer consistent, long-term help throughout the time a young person is in care and on leaving care. Their role is to 'visit, advise and befriend' the young person with whom they are matched.

Support and Safeguarding Service

- MASH - provides a central point of contact for public and professionals for referrals into Families and Children's Services. The co-located team of professionals from the core agencies of children's social care, the police, community health services and other key partner agencies including domestic abuse and substance misuse services will deliver an

integrated service, including the provision of information, advice and signposting to appropriate services. It brings together professionals from services that have contact with children, young people and families, and makes the best possible use of their combined knowledge to keep children safe from harm. Emerald Team CSE and Missing and the Designated Officer for Allegations (DOFA) are also collocated, as well as a number of virtual partners including adult mental health services.

- Care Proceedings Case Manager - Where a child has suffered, or is likely to suffer, Significant Harm in the future it is the local authority's duty to consider the evidence and decide whether to take legal action for example Pre-Proceedings or Care Proceedings. This role manages and supports the timely progression and conclusion of such cases to ensure good outcomes for these children.
- Contact and Assessment - undertake intensive community based parenting assessment as requested by the case holding social work teams for children on the edge of care and in care proceedings. In addition to assessments the team are responsible for providing contact to children within the same threshold and have dedicated workers who support long term contact arrangements for Looked After Children.
- Support and Safeguarding - Children's Services, together with their local authority colleagues as corporate parents, will work to enable a child's own family including their wider family to meet their needs. They will facilitate services, including early help services, to support children and families consistent with the child's safety and well-being. This includes Early Intervention Advisors (formerly CAFCo) and offers advice and support to staff/professionals working with children and young people with multiple needs below the threshold for social care intervention. The service is focussed on providing a more intensive response to families at an earlier point when needs arise in order to prevent them escalating into statutory services. Creating mixed teams of both Family Keyworkers and Social Workers within each area team – with the Family Keyworker maintaining a constant relationship with the child/family during any required step up or step down across the social care threshold.
- Early Years Inclusion - support early years settings to support young children 0 – 5 years who are at risk or showing to be developmentally delayed. Additionally, they provide coordination of professionals/services/families within the early years setting and can offer specific support for young children on My Support Plans or CAFs transitioning into reception. In order for settings to be self-regulatory, EYIOs also support practise and provide training within individual or cluster of settings with behaviour management, speech and language and English as a second language.
- Education Welfare and Penalty Notices - provides a service to schools to support them in raising attendance and improving punctuality, ensuring effective practice with regard to children missing from education, elective home education, pupil exclusion from school, and children who are unable to attend school because of medical needs.
- PAUSE is a multi-agency team responsible for the support to women who have had two or more children removed from their care. The aim is to ensure they're supported to resolve their own difficulties and subsequent parenting deficits; whilst not having more children, in the hope they will in the future be able to parents future children in their care.

Special Educational Needs and Disability (SEND) Service

- SEND Support - co-ordinates arrangements for Statutory Assessment and/or Education, Health and Care Plan (EHCP) with regard to statutory deadlines. A My EHC Plan is a statutory plan created by a Lead Worker as a result of an Education, Health and Care Plan assessment. It is required under the Children and Families Act. A My Support Plan is designed to capture the same information, but for young people who do not meet the statutory threshold for support. Secure appropriate provision for children and young people with an EHC Plan.

- Specialist SEN/SEN Inclusion Support - help schools and settings understand and meet the needs of children and young people with identified or suspected special educational needs and/or disabilities. Support for children and young people with literacy, numeracy and learning difficulties, as well as those with identified Specific Learning Difficulties such as dyslexia and dyscalculia; support for children and young people with language and/or social communication needs such as difficulty interacting with others, or understanding classroom language and routines, and specific diagnosis such as an Autism Spectrum Disorder, or Specific Language Difficulty.
- Educational Psychology - use psychology to support the development, inclusion and achievement of children and young people with Special Educational Needs and Disabilities (SENDs). Work to promote the well-being, inclusion and achievement of children and young people through working with young people and their families, schools, and associated agencies.
- Behaviour Support - works with Wiltshire Primary Schools to provide support for all pupils with social, emotional and mental health needs (SEMH).
- Ethnic Minority Achievement - to improve the capacity of schools to raise the attainment and achievement of pupils from minority ethnic groups and of learners of English as an Additional Language, including pupils from Traveller ethnicities.
- Sensory Impairment and Physical and Medical Needs - provide advice on strategies, interventions and classroom management for children and young people with physical and medical needs to enable them to be fully included in the life of the school or Early Years setting.
- DOFA - contact for reporting significant safeguarding concerns about someone who is working or volunteering with children and young people.

Youth Offending Partnership

- Youth Offending and Prevention - works with children and young people who are involved in offending behaviour, working with the young person, their parents or carers, the victims of crime, volunteers and the local community. This includes supporting young people who may be at risk of getting into trouble but have not yet committed an offence; young people who have committed offences to change their behaviour and stop reoffending; and working with victims of crime to make sure they are given a voice within the criminal justice system. The Youth Offending Service also recruits community volunteers who support individual young people, lead Referral Order Panels, act as Appropriate Adults and support victims.

Safeguarding in schools and early years settings

- Supports maintained schools, academies, independent schools and early years settings to fulfil their statutory and non-statutory safeguarding obligations.

Performance and Information

- Responsible for compiling activity and performance data, including DfE statutory returns and local reporting.

Education and Skills:

School Effectiveness

- School Improvement - the Local Authority School Effectiveness Review (LASER) strategy identifies whether a school is providing an acceptable standard of performance and whether it is likely to continue doing so. Current performance and future risks are considered to ensure that support can be put in place rapidly to mitigate risks and future underperformance and make sustainable improvements.
- Risk Assessing School Performance - Challenge and Support Partners (CASPs) work with the headteacher, senior leadership team and governing body as appropriate to provide personalised and targeted support and challenge based on a shared analysis of the annual performance assessment (APA), the school's strengths and areas for development.; discuss the school's targets and priorities for the coming year by considering information provided by the school on its APA, Ofsted outcomes, national test results, trends over time, pupil achievement data and analysing the evidence for the school's improvement; challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development; monitor progress and impact of agreed actions to secure continued improvement and support school leaders to identify and report the level of risk.
- Intensive School Support – where rapid, effective and decisive action to avert decline in school effectiveness is needed and intensive, immediate action is necessary. Where possible, the school will remain responsible for driving the improvement, closely monitored by the Intensive School Support Co-ordinator in conjunction with the support of an iCASP and School Effectiveness Reviews (SERs).
- Quality Improvement for end of key stage standards - provides comprehensive training and support to ensure that accurate judgements are made at the end of KS1 and 2 and in the phonics screening checks. The Data for Self-Evaluation Team works closely with schools to provide timely data to support their self-evaluation and target setting. These reports provide schools with detailed analysis of their performance and context.
- School Governance - offers advice and training opportunities to help governors, trustees and clerks become more effective and fulfil their responsibilities.
- Early Years Learning and Development Advisory Team – Provides guidance, support and challenge to managers and practitioners in early years settings and headteachers and teachers in schools and children's centres with the effective delivery and monitoring of the Statutory Early Years Foundation Stage Framework. The team has a statutory duty to support any school or early years setting judged less than good in an inspection, to provide guidance or training to all providers that require it and to support any new nursery provision. A menu of training courses is delivered annually. The team leader is also responsible for the statutory moderation requirements for the EYFS profile assessment in schools and for advice, guidance and training on early years assessment and tracking from birth to five.
- Family Learning - provides a targeted approach helping to engage parents and carers of different ages and backgrounds to gain new skills, reconnect with learning, learn how to support their children and better prepare them for progression to further learning, employment or volunteering. Family Learning includes a range of community-based and outreach learning opportunities designed to help people of different ages and backgrounds gain a new skill; reconnect with learning; prepare to progress to formal courses; learn how to support their children better; support wider government policies on localism, social justice, stronger families, digital inclusion and social mobility; to support flexible and responsive provision for learners aged 19+ without level 2 qualifications or without GCSE, English or Maths at grades A* to C.

- Wiltshire Learning Hub - provides high quality multi-media teaching and learning resources on loan. Resources on offer include books, artefacts, models, ICT equipment, role play, costumes, puppets, DVDs, CDs, CDROMS and interactive whiteboard activities. Membership is open to all primary, special, academy and independent schools.
- School support – including supporting the achievement of disadvantaged learners, supporting recruitment and the first year of new headteachers, NQT quality assurance and professional development, and structural change and academy conversion.

Traded Services

- Traded services for schools – providing high quality in the classroom and back office support to Wiltshire schools and the surrounding areas.

School Place Commissioning

- Admissions - Administer school admissions for children across Wiltshire, validating and processing application forms and sending decision letters to each applicant. Co-ordination of all Admissions appeals.
- Premises/School Organisation - showing how and where school places are to be provided, any plans to add or remove places, any proposals to open, close or alter a school, liaising with planners over proposed housing developments and gain contributions for school buildings

Employment and Skills

- Work Wiltshire – provides information and links for next steps in education, apprenticeships, information for employers, support available for those with barriers to work, information for those looking for work or wanting to upskill, financial support, further and higher education, local projects, support for schools, and policies and data.

Commissioning:

Childcare Team

- Childcare Team - is responsible for developing and supporting sufficient childcare for children 0-19 years countywide, including nurseries, childminding, and before and after school clubs.

Commissioners

- Commissioning is the process for deciding how to use the total resources available to deliver the outcomes required to meet identified needs in the most efficient, effective, equitable and sustainable way. At its simplest, commissioning is the process of planning, agreeing and monitoring services. Commissioners support the Council and its partners to develop and deliver commissioning arrangements which will improve outcomes for particular groups of children and young people.

WSCB:

- The Wiltshire Safeguarding Children Board (WSCB) have responsibility for coordinating and scrutinising the effectiveness of services being delivered to children and young people across Wiltshire. The WSCB is made up of professionals who work in services for children and families including health, education, police, fire and the voluntary sector. Members meet regularly with the aim of providing effective community and professional leadership and influence in relation to safeguarding across all partner agencies.

APPENDIX 1 – Headline Data

POPULATION SNAPSHOT:

- 105,000 children and young people living in Wiltshire
- 68,000 children attending maintained schools
- 450 Elective Home Educated
- 11,000 children with SEN (3,000 children & young people with EHCP)
- 9,000 children taking up free child care (11,000 children attending children's centres)
- 11% Black or minority ethnic
- 7% Service children
- 10% living in poverty

SOCIAL CARE SNAPSHOT - March 2018:

- 2,730 cases open to social care
- 360 with child protection plan
- 443 Children in care (37 UASC)