

Tameside Early Help Team Around the Setting Model (TAS)

The Team Around the Setting ensures children; young people and families receive appropriate and effective support at the earliest opportunity, avoiding future escalation to Children's Social Care. It puts the family at the heart of the process ensuring they remain the priority at all times.

In partnership with the schools, nurseries, colleges, other agencies and families our Early Help team deliver the aims to empower families to take control of their own support! Every family needs support at some time and having a Team Around ensures agencies provide support, be aware issues a family may be dealing and work in partnership to support the needs of the child and family. Concerns include but not exclusive to;

- Parenting stresses and difficulties
- Difficult family relationships
- Improving your child's self-esteem and confidence
- Dealing with times of change
- Engaging with school or training
- Problems with your child's behaviour
- Family difficulties concerning financial capability, housing, mental health and well-being.

Each TAS ensures that support is wrapped round the child and family with support tailored to the family need in a suitably timely fashion to provide early intervention that promotes pupils' health, education, safety and well-being.

- Identify changes and be alert to signs that a young person is experiencing difficulties.
- Work with parent/carers and the child/young person to identify and meet needs.
- Support and engage with families more efficiently in relation to education related issues, identifying and removing barriers to learning and closing the gap for vulnerable groups.
- Early Help resources are utilised in the most effective way and are focused on outcomes for the child/young person.
- The child, young person and family's progress is tracked and monitored.
- Bridge the gap between Universal (Level 1) and Complex (Level 3) through the use of Early Help Assessments and lead professional processes.
- Reduce exclusions; improve attendance and educational attainment and overall wellbeing.
- Improved multi-agency working which avoids duplication.

Process

The education provider is the lead for the meetings working closely with their neighbourhood co-ordinator for their area.

Cases are brought by the education setting with parent consent to discuss and to provide actions to support the family and child. The frequency of meetings is dependent on the case need and is led by the requirements of each setting. However, it is recommended that each setting has a meeting once every half term, committing to 6 a year.

The aims of the Team Around the Setting (TAS) is a multi-agency support process at an Early Help level where;

- The Early Help Assessment (EHA) cannot be established, or, is not functioning effectively
- To identify an additional support to enhance the EHA or package of support.
- To allocate additional services to support a family and to strengthen the response to the identified needs.
- To reduce the number of unnecessary low level referrals and consultations going through the front door that can be dealt with via TAS or EHA Advisor.

Roles and Responsibilities:

- Parent consent gained by education setting for cases to be discussed.
- Meetings will be held at and chaired by the education provider with support of the Neighbourhood Co-ordinator.

- Agendas circulated week before.
- Members of the TAS will include representatives of agencies providing support, advice and intervention with children, young people and families in the Borough. This will include both statutory and non-statutory organisations including those from the voluntary sector.
- Neighbourhood Co-ordinators will be available for advice and guidance to education settings to signpost families for support.
- Minutes/actions will be circulated to ensure each case is actioned and monitored.
- If required Neighbourhood Coordinator will support to escalate case to Early Help Panel for further support.
- Each TAS will have a Social Worker from Children's Social Care present to aid discussion regarding transition to CIN or CP and for advice and guidance.

Core Members of each TAS will consist of a representative/link person from:

- TMBC Early Help Neighbourhood Co-ordinator
- TMBC Children's Social Care
- TAS School/Education Lead
- Health
- TMBC Tameside Families Together
- TMBC Early Help Assessment Advisor
- Other agencies are required

Team Around the Setting Case Guidance

A guide on what type of cases are appropriate for discussion at TAS include:

Social / Emotional / Behavioural

- Challenging behaviour by the child (in setting or at home) in question or behaviour of a sibling which is impacting on this child.
- Youth offending / anti-social behaviour.
- Child at risk of CSE / CCE, or taking other inappropriate risks, not keeping themselves safe.
- Signs of radicalisation
- Emotional wellbeing / mental health issues of child or other family member which is impacting on child – low self esteem
- Domestic violence / abuse toward this child or between family members which is impacting on child
- Substance / alcohol misuse by the child or other family member
- Age inappropriate or sexualised behaviour
- Self-harm
- Harming others
- Clingy withdrawn / low self-esteem / attachment issues
- Occasional missing from home reports

Home Environment

- Financial difficulties in the household
- Low level neglect / lack of supervision
- Attendance issues
- Child at risk of permanent exclusion
- Suspicions of DV
- Homelessness
- Overcrowding
- Social exclusion / family socially isolated
- Harassment / racial harassment / other hate crimes / family victims of ASB

Health

- delay in reaching milestones
- limited take up of health services
- special needs / health needs
- frequent A&E attendances

Education

- poor attendance
- not reaching education targets
- risk of exclusion
- SEN
- Limited access to educational materials

Family

- Difficult family relationships
- Young carers
- Impairment of parenting capacity / skill by: substance misuse, mental health needs, parental learning disabilities, DV.
- Parents under stress