

# Children and Education Policy and Accountability Committee

## Agenda

Tuesday, 16 November 2021 at 6.30 pm

This will be held as an informal remote meeting

You can watch live on YouTube: [youtu.be/SWMKFefaqvM](https://youtu.be/SWMKFefaqvM)

### MEMBERSHIP

Administration	Opposition
Councillor Alexandra Sanderson (Chair) Councillor Lucy Richardson Councillor Asif Siddique Councillor Mercy Umeh	Councillor Mark Loveday
Co-optees	
Eleanor Allen, London Diocesan Board for Schools Nandini Ganesh, Parentsactive Representative Nadia Taylor, Parent Governor Representative Matt Jenkins, Teacher Representative	

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Date Issued: 05 November 2021

# Children and Education Policy and Accountability Committee Agenda

16 November 2021

<u>Item</u>		<u>Pages</u>
<b>1. APOLOGIES FOR ABSENCE</b>		
<b>2. DECLARATIONS OF INTEREST</b>		
	<p>If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.</p> <p>At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.</p> <p>Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.</p> <p>Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Audit, Pensions and Standards Committee.</p>	
<b>3. MINUTES</b>		4 - 8
	<p>To note the minutes of the previous meeting, held on 30 June 2021, and any matters arising.</p>	
<b>4. PUBLIC PARTICIPATION</b>		
	<p>This meeting is being held remotely. If you would like to ask a question about any of the items on the agenda please contact: <a href="mailto:david.abbott@lbhf.gov.uk">david.abbott@lbhf.gov.uk</a></p> <p>You can watch the meeting live on the Council's YouTube channel: <a href="http://www.youtube.com/hammersmithandfulham">www.youtube.com/hammersmithandfulham</a></p>	

- 5. ELECTIVE HOME EDUCATION** 9 - 13
- The report outlines the key legislation and guidance governing how the Council works with parents and carers who have elected to home educate their children. The report also discusses the impact of the pandemic on the numbers of children being electively home educated and the resource implications.
- 6. FAMILY SUPPORT IN-HOUSE TRANSFER** 14 - 21
- In April 2021 Early Help and Early Years staff and services within Family Support returned to Children's Services Education and Children and Young People's department. This has provided an exciting opportunity to build on the award-winning success of Family Support to ensure H&F is the best place for children and young people to grow up, allowing us to enhance our early intervention offer through joint working and integration to support families earlier.
- 7. H&F INDUSTRIAL STRATEGY** 22 - 37
- This item covers how the Council's Industrial Strategy is being used to improve opportunities for young people in the borough.
- 8. H&F AFGHAN RESETTLEMENT PROGRAMME** 38 - 50
- This item provides an update on the resettlement programme and education offer put in place for 126 Afghan evacuees who arrived in Hammersmith and Fulham in August this year.
- 9. SUMMER IN THE CITY PROGRAMME - FOOD PROVISION DURING THE SCHOOL HOLIDAYS** 51 - 55
- This item provides an update on the Summer in the City programme and food provision in the school holidays.
- 10. DATES OF FUTURE MEETINGS**
- To note the dates of future meetings:
- 31 January 2022
  - 28 March 2022

# Agenda Item 3

London Borough of Hammersmith & Fulham

## Children and Education Policy and Accountability Committee Minutes



Wednesday 30 June 2021

### **PRESENT**

**Committee members:** Councillors Alexandra Sanderson (Chair), Lucy Richardson, Asif Siddique, Mercy Umeh and Mark Loveday

**Co-opted members:** Eleanor Allen (London Diocesan Board for Schools), Nandini Ganesh (Parentsactive Representative), Matt Jenkins (Teacher Representative) and Nadia Taylor (Parent Governor Representative)

### **Cabinet Member**

Councillor Larry Culhane (Cabinet Member for Children and Education)

### **Officers**

Jacqui McShannon (Director of Children's Services)

Tony Burton (Head of Finance)

Mandy Lawson (Assistant Director, Education and Disabilities)

Jan Parnell (Director of Education)

Sarah Bright (Assistant Director, Children's Commissioning)

Lesley Bell (Strategic Lead, Children's Commissioning)

Amana Gordon (Operational Director, Children and Young Peoples Service)

Jo Pymont (Assistant Director, Performance and Improvement)

Alison Markwell (Head of SEND Partnerships)

Satwinder Saraon (Strategic Lead for Early Years and SEND Transformation)

Phil Tomsett (Head of Early Years)

David Abbott (Head of Governance)

### **External Guests**

Amy Lalla (Director of LMP Group)

## **1. APPOINTMENT OF CO-OPTED MEMBERS FOR 2021/22**

The committee noted the re-appointment of the following co-opted members for 2021/22:

- Eleanor Allen, London Diocesan Board for Schools

- Nandini Ganesh, Parentsactive Representative
- Nadia Taylor, Parent Governor Representative
- Matt Jenkins, Teacher Representative

## 2. **MINUTES**

Members noted the minutes of the meeting held on 29 March 2021.

## 3. **APOLOGIES FOR ABSENCE**

There were no apologies for absence.

Apologies for lateness were received from Councillor Lucy Richardson.

## 4. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

## 5. **PUBLIC PARTICIPATION**

No public questions were received.

## 6. **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) UPDATE**

Mandy Lawson (Assistant Director, Education and Disabilities) presented an update on services for children and young people with Special Educational Needs and Disabilities (SEND). She was joined by Alison Markwell (Head of SEND Partnerships) and Satwinder Saraon (Strategic Lead for Early Years and SEND Transformation).

The Chair noted that the timescales for Education Health and Care Plans (EHCPs) had improved since 2017 but there was a dip in 2020/21 due to Covid. She asked if officers expected the timescales to return to pre-Covid levels soon. Mandy Lawson said Covid did have a major impact on the process, primarily because most children weren't in school so practitioners weren't able to gather information and carry out assessments. With children back in schools, officers expected the process to return to normal. But the impact of the pandemic on children was still unknown and there may be an associated increase in the level of need coming through the system.

The Chair asked if the improvement in inclusivity over the last year was due to online / remote working and if that would continue. Mandy Lawson said remote meetings were less daunting for young people. The Youth Council had been very inviting and adapted its practices to ensure more people were included. The Council had also

employed young adults to work with the Youth Council to ensure the voice of young people was included.

Nandini Ganesh noted that SEN support and inclusion would be used to bridge the High Needs Block funding gap and asked how SEN support would be monitored. She also noted that demand for EHCPs was increased significantly (13%) year-on-year so how would that be balanced with lower-level support and inclusion?

Mandy Lawson clarified that demand for EHCPs wasn't increasing by 13% year-on-year, but there was an increase each year. If a child had complex needs, they should have an EHCP. The problem with the current system was that it forced people into applying for EHCPs to access certain provision like speech and language therapy. Speech and language therapy had been identified as a key area for improvement and Satwinder Saraon (Strategic Lead for Early Years and SEND Transformation) noted that officers were developing a more rigorous and robust early intervention offer in this area to support children with emerging needs and those waiting for multi-disciplinary assessments.

Nandini Ganesh noted that 49 percent of children were from outside the borough and asked if in-borough children were prioritised. Mandy Lawson said the borough was fortunate to have four special schools and more places than the borough needed. The legal framework didn't allow local authorities to ring-fence places, but officers were able to identify early which children needed places and apply for them early.

Councillor Mark Loveday asked for an update on the high needs block overspend situation.

Mandy Lawson said the High Needs Block transformation programme was about ensuring money was spent in the right place at the right time, using early intervention to avoid higher costs later on. The DfE had approved the Council's plans and as part of that agreement they will offset a significant amount of the deficit, to be paid off in stages over the next four years.

Councillor Loveday asked the following questions:

- How many children were planned to be reallocated from special to mainstream schools?
- How many children were involved in the pilot?
- If the planned reallocation would make special schools unsustainable?

Mandy Lawson said she could share figures outside of the meeting. She said special schools wouldn't become unsustainable, they had huge numbers of applications and had to turn many people down due to capacity. The issue for the Council was that children should be in the right provision for their needs and the right pathway to the next steps of their education. There would always be special schools for those children who needed them.

**ACTION: Mandy Lawson**

Matthew Jenkins asked if there was funding to support the continued increase in children year on year – and if not, what could we do to secure more? Mandy Lawson

said the funding was driven by a formula based on local population with additional factors applied. The formula had disadvantaged H&F in the past because it was partly based on historical spend, which was relatively low in H&F, but that had been corrected and the borough was in a better place moving forward.

Nandini Ganesh asked if officers had data on transition destinations – how many H&F residents went into supported employment programmes, how many were given housing etc. Mandy Lawson said she would follow up with colleagues and circulate an answer.

**ACTION: Mandy Lawson**

Eleanor Allen asked for more information on the Positive Behaviour Support Service. Mandy Lawson said it was a new service, jointly commissioned with the Clinical Commissioning Group (CCG) for children with complex learning difficulties or autism who presented with behaviours that placed themselves or their families at risk of harm. The cohort required specialist support to help keep them safe and enable them to pursue opportunities that their behaviour might otherwise restrict.

## **7. SUMMER IN THE CITY: THE BIG LEARNING TENT - OUR VISION FOR THE H&F SUMMER PROGRAMME**

Lesley Bell (Strategic Lead, Children's Commissioning) presented the item on the Council's summer activity programme for young people in the borough. The programme was designed and delivered in partnership with Let Me Play Ltd. Amy Lalla (Director of LMP Group) also attended for the item.

The Chair asked if Covid and the Delta variant had impacted the programme. Amy Lalla said it was at the forefront of their minds - contingency plans were in place, all providers had Covid safety plans and risk assessments in place, and they were passing on best practice to providers. The programme was designed using a layered approach so it could be scaled back or changed depending on restrictions at the time. Lesley Bell added that the programme had been through H&F's rigorous internal corporate process too.

The Chair asked how the programme would be marketed. Amy Lalla said it was marketed through the Council's website and newsletters, through schools, through the providers networks, and on social media. Lesley Bell added that they had used social workers, headteachers, and school networks to promote it. The Youth Council also helped with design and communications to appeal to young people. The Chair commented that Councillors would be happy to promote it in their wards.

Matthew Jenkins asked what requirements were in place to ensure providers were aware of their safeguarding responsibilities. Lesley Bell said all providers had to meet certain safeguarding conditions as part of the commissioning / grant process. Amy Lalla added that all providers had to complete safeguarding training and all designated safeguarding leads had face-to-face visits.

Councillor Larry Culhane (Cabinet Member for Children and Education) paid tribute to the organisations involved and thanked Let Me Play for the great support they had

provided to schools. He also paid tribute to the borough's schools, the majority of which stayed open throughout the lockdowns to support vulnerable children and the children of key workers.

## **8. CHILDCARE SUFFICIENCY ASSESSMENT HIGHLIGHTS**

Jan Parnell (Director of Education) introduced the item that provided an overview of the annual childcare sufficiency assessment. She was joined by Satwinder Saraon (Strategic Lead for Early Years, Education and SEND Transformation) and Phil Tomsett (Head of Early Years).

The Chair asked:

- Why take-up was low?
- How H&F's take-up compared to other boroughs?
- How was the offer promoted?
- How could the Council reach out to groups who weren't engaging?

Phil Tomsett said take-up was low compared to H&F's statistical neighbours. That was partly due to the impacts of Covid – the 3 and 4 year offer was down 6 percent and the 2 year offer was down 10 percent. Providers said that was due to anxieties of families of children attending group sessions, particularly those in multi-generational households. But take-up was also relatively low pre-Covid. Officers were working with the Department for Education to develop a take-up strategy. Some of the groups identified, like the Somali community in White City, had arranged childcare in their own community. To encourage take-up officers wanted to develop a community champion approach, which had been successful in other boroughs. They also wanted to simplify the process to make it easier to access.

## **9. DATE OF NEXT MEETING**

The Committee noted the date of the next meeting: 16 November 2021

Meeting started: 6.30 pm  
Meeting ended: 8.36 pm

**Chair** .....

**Contact officer** David Abbott  
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**Report to:** Children and Education Policy and Accountability Committee

**Date:** 16/11/2021

**Subject:** Elective Home Education

**Report author:** Elizabeth Spearman, Head of ACE and School Admissions

**Responsible Director:** Jan Parnell, Director of Education

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### SUMMARY

The report outlines the key legislation and Department for Education (DfE) guidance which governs Local Authority work with parents/carers who have elected to home educate their child/ren. The law is clear all children of statutory school age must be in receipt of a suitable education but does not stipulate this has to involve enrolment at a school. Any parent/carer is able, in law, to decide to home educate their child and they are under no obligation to inform the Local Authority of this decision.

The Local Authority is responsible for ensuring that all children resident in the borough are in receipt of a suitable education. It is not specified in primary legislation or subsequent guidance how a Local Authority should discharge this duty. In Hammersmith and Fulham, local processes and procedures are in place to maximise identification of home educated children and to have some oversight of their education provision. These are designed to ensure, as far as possible, engagement and cooperation with parents/carers, be satisfied education provision is suitable and take account of safeguarding implications. Local procedures exceed the minimum expectations stipulated in the DfE guidance, while remaining legally compliant.

Finally, the report provides evidence of the increase in children being electively home educated during the pandemic and the resource implications if this trend is not reversed.

### RECOMMENDATIONS

1. For the Committee to note and comment on the report and continue to support the current local approach, with returning to home visits and meetings with all new EHE families and those causing concern, once it is deemed safe to do so.
  2. For the Committee to note that local policy, practice and resourcing will need to be reviewed in the light of any changes in DfE guidance, resulting from the government Select Committee report, July 2021.
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**Wards Affected:** All

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<b>Our Values</b>	<b>Summary of how this report aligns to the H&amp;F Values</b>
Building shared prosperity	Working to ensure all children receive a suitable education and can go on to contribute to the community in which they live
Creating a compassionate council	Accepting that families have a right to educate their children at home and supporting them to do this, sensitively and respectfully
Doing things with local residents, not to them	Working with families to provide the support and advice they need, enabling them to share experiences with each other and the Home Education Adviser
Being ruthlessly financially efficient	Building on the experience of virtual meetings necessitated by the pandemic, embedding this for contact with established EHE families in future, to optimise use of time
Taking pride in H&F	Continue to contribute to national and regional fora, where the H&F EHE policy and procedures have been cited as exemplars
Rising to the challenge of the climate and ecological emergency	The Home Education Adviser to include references to learning in relation to the climate change agenda at EHE meetings with families, if deemed appropriate

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## Contact Officers

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## Background Papers Used in Preparing This Report

None.

## **DETAILED ANALYSIS**

### **Legislation – key facts and challenges**

1. Parents/carers are responsible for ensuring all children of statutory school age are in receipt of suitable education, in school or *otherwise* (s7 Education Act 1996).
2. Legislation is clear that any/all parents (regardless of any safeguarding, mental health or other potential concerning factors) have a legal right to elect to educate their children 'otherwise' than at school, commonly referred to as 'elective home education' (EHE); they do not have to inform the LA of this decision.
3. Local Authorities (LA) have a legal obligation (s437 Education Act 1996) to ensure that all children who are of statutory school age, who reside in the area, are in receipt of a 'suitable education'. There is no definition of a 'suitable education' in law.
4. The law also makes it clear that LAs have a duty to consider legal action, by applying for a School Attendance Order (SAO), if they have concerns that a child is not in receipt of a suitable education.

### **DfE Guidance – (EHEGLA – 2019)**

5. EHE parents often confuse the DfE Guidance with legislation and believe the parents right to home educate overrides the LA statutory role.
6. The DfE has confirmed that Local Authorities have a statutory role to ensure a child is in receipt of a suitable education, but it is for LAs to decide how to discharge this duty. Each LA is therefore expected to draw up their own EHE policy and procedures, with due regard to legislation and guidance.
7. In relation to the 'suitability' of provision, the DfE advice is that Local Authorities should consider the evidence available, to conclude whether there is sufficient convincing evidence of the suitability of a child's education.

### **The LBHF EHE policy and procedures**

8. The policy and procedures set out the local arrangements in relation to how H&F LA statutory responsibilities will be met; these are available online and additional guidance is provided for parents who are known to be EHE.
9. The EHE policy and procedures have been verified as being legally compliant by Legal Services and they have due regard to the DfE guidance. In the interests of the law and equality of opportunity, the policy aims to deliver a fair and consistent approach with all families who EHE.
10. Local policy and procedures are based on the view that a written or verbal description of provision alone, provided by a parent, cannot satisfy the LA that a child is receiving, or indeed benefiting from, the provision described.

11. In H&F a Home Education Adviser (HEA) offers to meet with parents and the child, to discuss the provision in place and see examples of work, to form a professional view about the provision in place. This will allow the HEA to confirm that the child is receiving the provision described and more importantly, how the child is benefitting from it.
12. If parents decline to meet with the HEA, the EHE policy allows the LA to consider an endorsement from an education professional involved in the delivery of a child's education, who can confirm that the child is in receipt of, and benefitting from, the provision in place.
13. Most EHE families are prepared to meet with the HEA, meaning endorsements have only been requested in a handful of cases. In these cases, the endorsements have provided evidence of a suitable education, formed by meeting with the child and parents. Endorsements have been provided by qualified education professionals (e.g. tutors/teachers) involved in the delivery of the child's education.

## Data

14. Table below shows the increase in numbers over six years of children known to be EHE in H&F

<b>Summer 2016</b>	<b>69</b>
<b>Summer 2017</b>	<b>72</b>
<b>Summer 2018</b>	<b>88</b>
<b>Summer 2019</b>	<b>102</b>
<b>Summer 2020</b>	<b>114</b>
<b>Summer 2021</b>	<b>190</b>

15. Table below illustrates the increase in EHE activity since March 2020 to date

<b>Time frame</b>	<b>Average number of EHE cases open in each term</b>	<b>Average number of EHE assessments each term</b>
3 terms prior to March 2020	108	26
4 terms 2020 to July 2021	145	40

16. The significant increase in EHE caused by the pandemic has been manageable within existing resources due to the Home Education Adviser undertaken on-line/virtual assessments. Whilst this could be embedded as routine practice for previously satisfactory EHE, there are safeguarding implications for new cases and for cases where provision is known to be of concern.

## Issues and tensions

17. LA cannot insist on a visit or endorsements but does need convincing evidence of suitability of EHE provision.

18. LA do not 'inspect' the provision being made or 'assess' the child but form a professional view, either through meeting the child and parents/carers or through perusal of endorsements, to ensure the LA has sufficient evidence that the child is in receipt of a suitable education.
19. LA cannot 'routinely' monitor EHE provision but has a duty to ensure that children who are home educated have a suitable education – DfE advise that an annual meeting, consistent with the LBHF policy, does not constitute 'routine' monitoring.
20. LA accepts that there is much flexibility on how home educators organise their provision; there is no obligation to follow traditional school hours either in number or times or to follow the National Curriculum.
21. Parents/carers are free to decide on their preferred teaching style and may use private tutors, as long as the LA can be convinced the provision in place constitutes a suitable education.
22. LA always makes informal enquiries and takes all reasonable steps to resolve any disagreements in relation to evidence of suitability, before resorting to initiating the School Attendance Order process.

### **National picture**

23. Professional organisations working with the EHE community over time, have frequently raised concerns about the current legislation and DfE guidance, which is believed by many to be unhelpful, unsafe and in need of revision.
24. The EHE community is well supported by advocates and pressure groups, many of which encourage families not to work with the LA and actively challenge the LAs right to have contact with EHE families.
25. The DfE most recent guidance (2019) supports the approach already being adopted in LBHF.
26. A recent Education Select Committee into EHE reported their findings July 2021 and recommended:
  - A national register
  - Definition of suitability and guidance on how LAs can establish this in relation to children who are EHE
  - LAs to fund examinations for EHE children
27. All three recommendations would have resource implications; the first two are welcome. The introduction of a requirement for all EHE children to be registered would be likely to see a further increase in EHE children identified. Funding for examinations would need careful consideration as LAs would be open to challenge if those in independent schools also requested funding for examinations.

### **LIST OF APPENDICES**

None.

# Agenda Item 6

## LONDON BOROUGH OF HAMMERSMITH & FULHAM

**Report to:** Children and Education Policy and Accountability Committee

**Date:** 16/11/2021

**Subject:** Family Support In-House Transfer

**Report author:** Amana Gordon, Operations Director Children and Young People's Service and Jan Parnell, Director of Education

**Responsible Director:** Jacqui McShannon, Director of Children's Services

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### SUMMARY

In April 2021 Early Help and Early Years staff and services within the Family Support LATC returned to Children's Services Education and Children and Young People's department. This has provided an exciting opportunity to build on the award-winning success of Family Support to ensure H&F is the best place for children and young people to grow up, allowing us to enhance our early intervention offer through joint working and integration to support families earlier.

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### RECOMMENDATIONS

1. That the Committee note and comment on the report.

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**Wards Affected:** All

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<b>Our Values</b>	<b>Summary of how this report aligns to the H&amp;F Values</b>
Building shared prosperity	Enhancing our integrated early intervention offer to ensure children, young people and families have access to support and opportunities for success.
Creating a compassionate council	Expanding our early intervention offer to prevent upstream demand, offering the right support to the right families at the right time.
Doing things with local residents, not to them	Working closely with providers and the service during the transition period to ensure no impact to service users.
Being ruthlessly financially efficient	Improving service efficiency by ensuring greater join up with statutory services, preventing upstream demand at high cost.

Taking pride in H&F	Ensuring H&F is the best place to grow up by working to build upon and improve our existing services to provide the right help at the right time.
Rising to the challenge of the climate and ecological emergency	Facilitating joint working through consolidated use of buildings including Children's Centres subject to COVID risk assessment process. Removing requirement for FSS LATC Head Office.

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## Contact Officers

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## Background Papers Used in Preparing This Report

None.

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## **DETAILED ANALYSIS**

1. It was agreed in December 2020 that Children's Early Help and Early Years Services delivered by Family Support Services would be incorporated within the local authority's Children's Services department effective from 1<sup>st</sup> April 2021.
2. A project group formed of cross-council colleagues was introduced to action the stages of re-integration, delivering the successful onboarding of staff and existing contracts necessary to support the delivery of Early Help and Early Years services.
3. Throughout the consultation and transfer process services were able to successfully continue to deliver early intervention work with families across a range of complex cases. Additionally, the virtual children's centre platform continued to support the staged delivery of children's centre provision during COVID-19.

## **ACHIEVEMENTS TO DATE**

4. Since transferring into the Local Authority, the Early Help and Early Years team have continued to deliver a comprehensive support offer for children, young people and families, including building upon existing programmes and delivering new initiatives.

## **EARLY HELP**

### **Case Work Service**

5. Family Support is a consent-based service and works with families to identify individual needs and support delivery of a range of interventions. Our Family Support Practitioners take a trauma informed approach to supporting the whole family towards positive outcomes, offering targeted support to ensure families get the right help at the right time and avoiding unnecessary escalation into statutory services. Supporting approximately 800 families on an annual basis the team works with families who are experiencing a range of challenges from mental health, domestic abuse, poverty, chaotic family life and related issues such as school attendance and behavioural problems. Utilising a range of tools to facilitate reflective discussion between parents and children, the team identify support needs and provide interventions to develop parenting skills, enhance family health and wellbeing and school attendance.
6. Since April the Early Help service has strengthened its relationship with colleagues across our initial contact and assessment team, family assist, education and statutory social care services to maximise impact and ensure a joined-up approach to supporting our families.

### **Traded Offer**

7. The Family Support Early Help Traded Offer delivered via the Professional Development Centre, provides a bespoke service and audit to schools as well as continuation, guidance and recommendations on implementing a trauma informed. Our Traded Offer focuses on the provision of support for pastoral

care, behavioural issues, attendance concerns and challenges within a student's home. Our practitioners offer both individual work and focused group-work with young people and their families by creating intervention plans using evidence-based tools to improve outcomes for young people.

8. An example of the intervention and training delivered by practitioners is the use of virtual reality decision making education programmes offering an interactive form of therapeutic work. As part of this contract, the Early Help team have delivered staff training on early trauma indicators in 4 primary schools, and training for young people at risk of exploitation in 1 secondary academy. Additionally, all staff in Kensington Academy have been trained through the use of these trauma informed video sessions. The service plan to further develop this offer through collaboration with the Educational Psychology traded offer, enabling more schools to benefit from this interactive training.
9. This offer has continued to grow since returning into the local authority with 5 schools already signed up to the offer from September 2022.

### **Transition and Resilience Programme**

10. Continued delivery of the Transition and Resilience Programme by Family Support Early Help Intensive Inclusion Practitioners funded by the Youth Endowment Fund. The project provides intensive wrap-around support to identified children and young people; including counselling, mentoring and digital support, to build functional skills, increase resilience and improve well-being. The project also has a long term aim to reduce youth violence.
11. The programme supports up to four cohorts of 25 pupils for a period of 6 months, thereafter, stepped down for continued mentoring support with Active Successful Engagement (ASE).

### **Integrated Performance Monitoring**

12. Working with colleagues in the Safeguarding, Quality Assurance and Review team, the Early Help team are developing an integrated performance monitoring and QA framework within the processes already established across Children and Young People's Service. The data collection and QA framework inherited during the transfer requires development to improve accuracy in reporting impact and outcomes of practitioner interventions. The service are working to identify capacity and resource to develop this promptly.
13. Family Support audits are graded good and above, demonstrating impressive relationship building by the service with families and young people. There is evidence of a range of tools, such as Tree of Life, the Miracle question, solution focussed models, which facilitate reflective discussion between parents and children and assist to understand and identify the support they need. Audits also identify the strength of collaboration between Family Support and CAS, particularly where there has been a need to step up due to increased risks for the children. Now that we have transitioned the service successfully, we will be building on this success and evaluating the reach and impact by developing a bespoke dashboard for the service

## **Mentalisation Based Training**

14. The Family Support Early Help team have been successful in securing Reducing Parental Conflict grant from the DWP which funds training to improve understanding of the harmful outcomes of frequent and poorly resolved conflict and how this can be addressed by working with families.
15. Grant monies will be used to fund mentalisation based training for our practitioners, an integrative approach bringing together psychodynamic principles, systemic theory, CBT practices and a social ecological framework to understanding and working with families to address a range of difficulties including emotional and behavioural problems, relational difficulties, and family conflict. Practitioners will be trained to support parents to focus on not only the feelings and emotions they are experiencing, but those of their children, learning to modify their behaviour and recognise different perspectives. This aims to close the link between poorer child mental health and long-term life outcomes associated with poorly resolved parental conflict. Delivery of training is set to commence in October 2021 via the Anna Freud Centre.

## **Additional Community Support**

16. The Early Help service offer also encompasses a range of commissioned voluntary and community sector organisations who work closely with Children's services to support families in the community. Examples of this provision includes:
  - Safe Families is a volunteer support service for families used to offer continued support following direct work by the service. The contract aims to offer support to 100 families over a 2-year period to offer continued at home and community-based support for vulnerable families.
  - Active Successful Engagement (ASE) offer mentoring alongside and following step down from the Transition and Resilience Programme and wider practitioner work. The service particularly targets children and young people at risk of crime, worklessness, homelessness and young people leaving care to offer support and guidance.

## **EARLY YEARS**

### **Early Years Funded Childcare**

17. The early years' service has proactively introduced a number of measures which have led to increased numbers of children securing funded childcare places. This restrictions imposed on our schools and settings during the pandemic has slowed progress, however, since the COVID restrictions were lifted in Spring 2021, numbers continue to increase, with Autumn estimates showing an increase in both two, three and four-year-old funded places compared to Summer actuals.
18. The improvement of the numbers of children accessing funded childcare remains a key priority for the Early Years Team. Working alongside the DfE, a take-up strategy has been implemented including measures to target resources

such as improved promotion of places, streamlining the application process, and targeting eligible parents through our children's centres. These measures and their impact upon the take up figures will be closely monitored across the year to ensure improvements with a particular focus on 2-year-old funded childcare places.

### **Childcare Sufficiency**

19. Our recent Childcare Sufficiency Assessment (CSA) report, which provides the latest analysis of the supply and demand of childcare, along with parents' views on childcare in Hammersmith and Fulham, identified sufficient childcare within the borough.
20. The CSA was published in January 2021 and covered data up to and including Autumn 2020. This report analyses historic data over a longer period to contextualise our understanding of sufficiency, therefore covering the period 2018-2020. We are keen to understand the impact of COVID on the childcare market and family need; therefore our 2020 research has focused particularly on the impact of COVID on demand and supply of childcare. A further CSA will be published in January 2022 with work already underway.

### **COVID Support**

21. Our Early Years sector were instrumental during the pandemic providing flexible childcare to our vulnerable children and children of key workers. Our Early Years Team provided enhanced support to the sector throughout the pandemic by providing a number of additional support services. These included regular communications, monitoring sufficiency of places and providing additional funds to those settings who remained open. The Council also provided an uplift in early years funding to support those settings who also offer funded childcare places.
22. With support from Public Health colleagues, the Team were able to provide additional support to settings with completing and regularly reviewing their risk assessments, infection control measures and outbreak management. Since the pandemic began, only 4 of our 64 settings have had to close.

### **Training Hubs**

23. The Early Years Team are working with the Maintained Nursery Schools to provide additional guidance, training and support to our in-borough early years sector, allowing our outstanding rated nursery schools to share expertise. The offer includes termly cluster meetings for EYFS Curriculum Leads and childminders, the first of which has already taken place, which was well attended and well received.
24. The Early Years Team are working alongside partners including H&F Adult Education to provide additional training packages for the sector. This will provide additional capacity to offer a range of much needed support including courses for childminders new to the sector and SENCo support. The Team have worked closely with the sector to identify the training needs most required and responded with a number of courses, some of which will be certified.

## **Children's Centres**

25. Our Virtual children's centre, Alby's Place, ensured we continued to deliver valued early years sessions during the pandemic. Our children's centre staff also worked closely with our Early Help team to deliver targeted one-to-one and small bubble group provision to our most in need families. More recently the Early Years Team have managed the successful staged reopening of some of our key children's centres. Families are able to book onto a range of sessions across the borough which are now well attended. The Early Years Team are now hosting termly meetings with our children's centres partners Urban Partnership Group and Rays Playhouse to strengthen partnership working.

## **Support for Afghan Families**

26. The Early Years Team were able to respond quickly to the emerging childcare and early education needs of the Afghan families temporarily housed in a hotel in the borough. The team delivered tailor-made children's centre sessions and services ran from a local school close to the hotel, providing a walking bus to and from the school. These sessions included activities within the Afghan families home languages provided by existing staff members. The service has also supported families to explore childcare options within the borough and assist with placements within local childcare providers.

## **Joint Work with Health Partners**

27. The Early Years Team work closely with our health partners from midwifery and health visitors who operate from some of Children's Centres to ensure a coordinated approach to supporting our families. It is our ambition to continue to build on this and increase the take up of integrated two-year-old health and education checks for our families within the children's centres which focus on early identification and support.

## **EYFS Curriculum Reforms**

28. The Early Years Team have developed and delivered EYFS Reform briefing sessions with all our private, voluntary and independent settings and childminders, primary school early years foundation stage coordinators, primary and maintained nursery school headteachers and governors in light of the Early Years Foundation Stage Reforms which have been in place since September 2021. The Team also worked alongside our Maintained Nursery Schools to deliver an Early Years Conference on the reforms and impact on practice. These sessions were well received, and our keynote speaker Julian Grenier was able to provide valuable expertise as author of the supplementary EYFS curriculum guidance.

## **Special Educational Needs Inclusion Funding (SENIF)**

29. Following a review of the funding criteria and application process by the Early Years Team alongside schools, providers, SEND and Health colleagues last academic year due to low take up, the numbers of applications have increased substantially with settings receiving £300,000 of funding to support children with

emerging to more complex needs. The Team work alongside SEND colleagues at the EHCP Panel to ensure applications for SENIF are considered alongside other SEND funding streams. The funding pot has increased to £500,000 for the next academic year to respond to the growing demand from schools and settings in meeting the needs of children with emerging SEND.

## **FUTURE OPPORTUNITIES**

30. We are increasingly seeing families with multiple and complex needs, requiring support from our specialist services. We plan to build on the strong early intervention foundations laid by Family Support Services to ensure families are getting the right support as early as possible and know an integrated approach is key to this.
31. We will use this opportunity to improve integrated joint working between Early Help, Early Years, the wider Children's department and voluntary sector to maximise opportunities for early intervention work. Further, we will ensure children and young people receive a wraparound support offer through better linking our Children's Centre services with the wider Children's Services including SEND Teams, Early Years Childcare and Schools. We will do this set against the context of increased financial pressure, and we need to ensure our investment is effective, managing demand and cost to our statutory services.
32. Further, to deliver the right services we know that we need a workforce with the right skills, training and resources. To do this, we will work to develop the existing skills within our workforce. One example is to build upon the knowledge of our Early Years staff to ensure they are fully informed on all family offers available throughout Children's Services to better link families to support services and identify appropriate resources. Additionally, we will work with our Early Help service, alongside the wider social care service, to develop their knowledge and skills in supporting complex children and young people, particularly those with ASD and/or mental health needs who require additional support.

## **LIST OF APPENDICES**

None.



# Hammersmith & Fulham Industrial Strategy

# What will be covered today



The aims and objectives of the Industrial Strategy → areas of activity



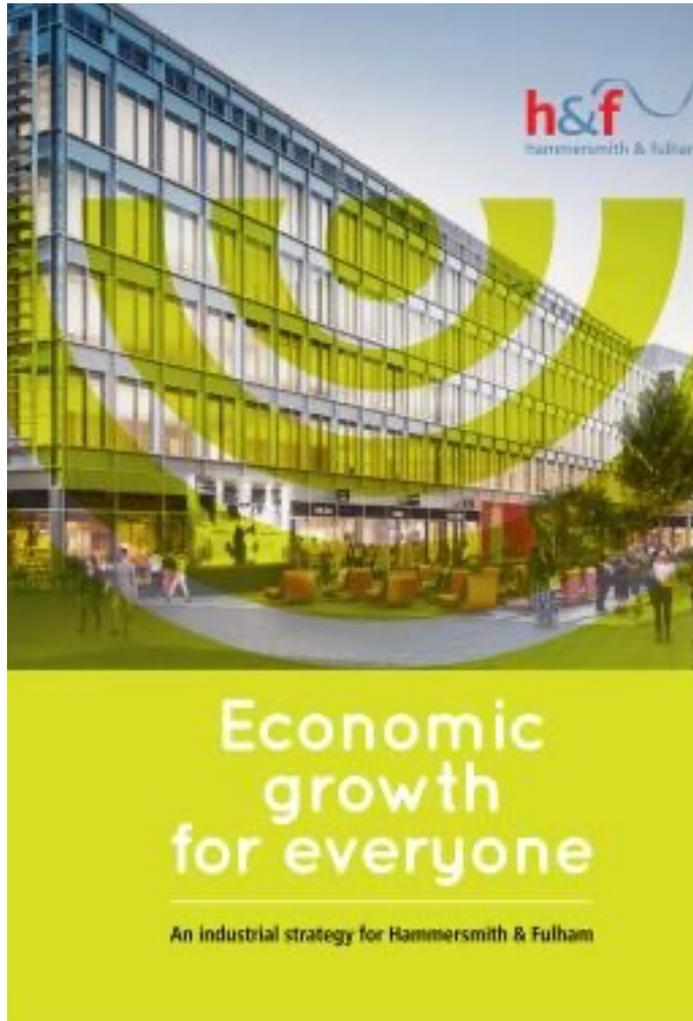
Expanding Youth engagement and employment services



Embedding STEAM models within education and developing vocational skills and progression pathways



The Green Economy and Climate Emergency – a tool for engagement and an opportunity space for future growth



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## Our ambition

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In 2017 H&F launched the UK's first Industrial Strategy setting out our vision to work in partnership with academia, business and national government to build our borough up into a global economic hotspot for creative, media and STEM industries.

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At the heart of our strategy is the ambition to align life-long education, infrastructure planning and the needs of business, to bring our residents some of the best jobs and business start-up opportunities anywhere in the world.

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Think of the future of H&F as like Cambridge, Massachusetts today, where world-leading research is forging the creation of new businesses and jobs in the 'hot' industries of the 21<sup>st</sup> century.

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Think of H&F as like the model for economic growth where the best of the public and private sector work in partnership to meet the economic demands of the future.

# Four key pillars of the Industrial Strategy

## 1. West Tech

We want to make H&F a global beacon for innovation and growth

## 2. Encouraging enterprise

We want H&F to be the best borough in Europe for business to start up, survive and grow.

## 3. A great place in London

We'll improve our town centers and commercial hubs to transform what they offer.

## 4. Economic growth for all

We want H&F residents to be at the heart of the new knowledge-based economy.

Climate and Net-Zero goals provide a common thread

One of Europe's leading science & tech clusters has formed in White City.

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- 4000+ jobs created.
- 60+ life science businesses.
- 600,000 sq ft of co-working space.
- 4 high growth anchor businesses.
- Science and tech start-ups relocating to the borough.

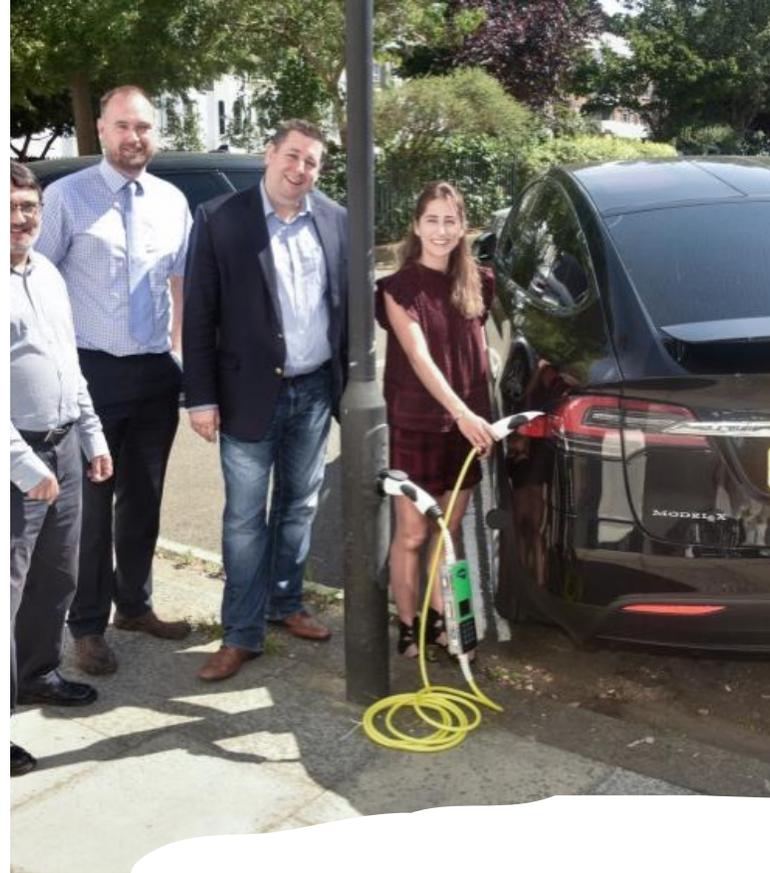


# Development projects creating a great place to live and work.

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- Major regeneration totaling over £10bn.
- Dedicated fibre optic network.
- Council using underutilised land to bring forward development opportunities.
- Ed-City .
- New lab space developments happening across the borough.





What activities we have focused on to progress our objectives?

# Developing pathways for inclusion in our innovation sectors: new apprenticeship and STEAM education models

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- Supporting local Further Education partners to develop pioneering Green Skills Academy model, with new green-tech pathways available
- Working with key business partners in the private sector exploring how to pool apprenticeship levy resources
- Developing in-house apprenticeship programmes for tech-driven vocational development in with Education Technology leaders Multiverse
- Working with local community initiatives already developing green skills for residents, supporting links that enable progression with new employers such as Human Forest e-Cycles



# Educational projects have connected the boroughs 'hot industries' with local schools.

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- **Lets Go EET! Event** September 2021 at West Works which linked young people with employers, careers organisations and other support services. The event targeted vulnerable young people who face barriers to learning including care leavers, those with Special needs, new arrivals and young people who have experienced the youth justice system
- **The Founders4schools portal** is being used by schools to enable students to experience 'business encounters' with professionals in the creative, media, science and digital industries (12 schools; 636 students; 1,833 business encounters)
- **Kindred Studios** provide creative studio space for up to 175 professional creatives and provide an opportunity for young people to meet real artists who are creating and making a career from art.
- **The Careers Leaders Network** has been enhanced by representatives from WorkZone, LEAN, WLC, Wood Lane school and The Bridge. In Summer 2021 **Publicis Media** presented to the CLN and have subsequently planned projects with WMSF and FCAT.



# Let's go EET!

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- An in-person event bringing together employers, training providers and young people in the borough after a year of disruption due to Covid-19 with the aim of making the borough's exciting careers opportunities accessible to all young people ages 16-25.
- A focus on young people who face barriers to employment, including: SEND; experience of Youth Justice system; Care Leavers.
- 30/09/21 at the WestWorks, White City Place, 12-5pm.
- Employers, entrepreneur speakers, mentoring, well-being workshops



# Feedback – young people and parent/carers

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- 17-year-old girl: 'it was very helpful...surprising they thought of us...needs to happen regularly...everyone was friendly and easy to talk to'
- 16-year-old girl: said she felt they were 'given opportunities and were worthy just like all the academic youths in the area'.
- Young man 19: 'The event was great. It allowed me to see other pathways and routes that I wouldn't have normally been exposed to. Everything was clearly explained, and the staff were friendly and helpful.'
- Parent: 'I attended Let's go EET with my son, we had a lovely experience and enjoyed meeting all the participants. I particularly enjoyed the Berkley group, the W12 shopping center, entrepreneurs, ashe [ASÉ]. My son had a very down to earth chat with a Met officer. It was a great event and I would like to see something like this maybe every quarterly for the local community.'



# Feedback employers and VCS partners

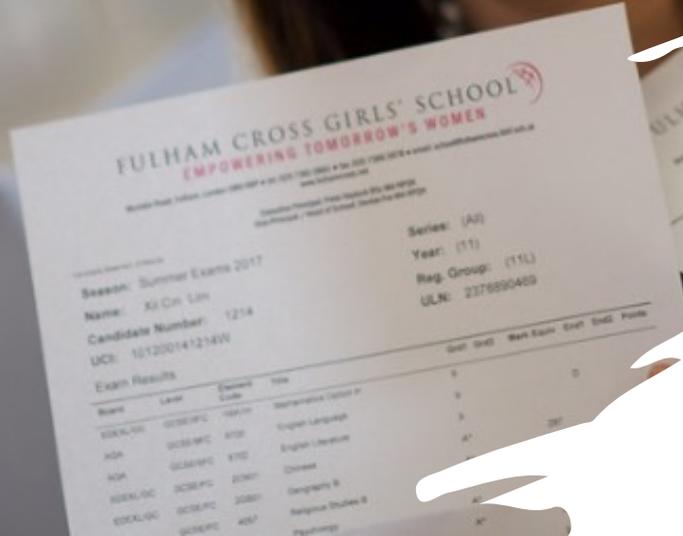
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- Kate Moore, Programme Manager, Petit Miracle Interiors Ltd: 'There was a real sense of community and support. There was a great mix of organisations, offering varied and genuine opportunities.'
- LMP Apprenticeships: Both staff that attended were really impressed with the event communication prior to the day. We saw about 10 young people and managed to sign up three for traineeships!'
- Following the event Caroline Hawkins, Senior Emerging Talent Manager at L'Oréal, said she was keen to deliver more employment-related opportunities in the White City community as part of their Covid recovery strategy.



# STEAM in Schools

- **'I-explore: Social Accountability in action'** module linked with three H&F schools to co-design and deliver STEMM based lesson plans and inspire pupils
- **Imperial College** have promoted **the Makers Challenge** to students aged 14-18 interested in design, coding or making
- **Urban Flyers** are a robotics and drone club based in H&F and already working in youth clubs. Currently students of **Hammersmith Academy** are being provided with 10x 1-2hr STEM sessions
- **Fulham Cross Academy transition summer camp** incoming Year 7s attended a range of science-based summer sessions in July 21 based around a murder mystery theme
- **Hurlingham Academy** science staff recently delivered exciting science lessons to **Avonmore primary pupils** as part of their secondary transition days.
- **Chelsea Foundation - Digital Blue** using robot football to teach coding; will be re launched this year with an additional focus of empowering females in STEM
- **Tech4Kids: United and Ready Tech Go** have distributed over 1,700 high quality laptops and devices to support new modes of learning during the pandemic



# STEM/STEAM in focus: Fulham Cross Academy

Page 35

- Fulham Cross Academy became a specialist STEM school in September 2020.
- STEM is a challenge based, hands-on, practical education which aims to foster inquisitive minds, logical reasoning and collaboration skills. Students develop a culture of innovation and risk-taking through a student-led approach to solving complex real-world problems using STEM subjects.
- Students work on the foundations of STEM by completing exciting and inspiring co-curricular projects. For example, in July 21 students explored indoor planetariums on site via projections on the inside, students learnt about space, climate change and geology.
- The school recognise students need to have a well-rounded education. This includes the Arts – humanities, language arts, dance, drama, music, visual arts, design and new media, transforming STEM into STEAM. Students are encouraged to explore problems through inquiry and learning methods used in the creative process.



# Climate Education - Primary



- ✓ In June 21 a **virtual climate challenge event** was held with primary schools presenting their ideas on required changes
- ✓ **Children's Environmental Parliament** a project run annually with Year 6 children research a school based environmental issue and make a final presentation in the council chamber.
- ✓ EduCCate Global **UN Accreditation for teachers** to strengthen schools' climate and ecological agenda.
- ✓ **Eco-School awards** achieved by a number of schools which sees participation from children on Eco-Committees/Clubs
- ✓ **3<sup>rd</sup> Edition** of successful Mudlarks Project. Outcomes included a music video, campaigning song, banner, bird feeders and a series of eco-family activities
- ✓ Teacher led **best practice network**
- ✓ **Climate Education Guide** available through dedicated webpage hosting a variety of climate education resources

# Climate Education Secondary

6 schools engaged

50% schools signed up for bronze award

30 teachers completed accreditation units

- ✓ Page 37 75% of schools appointed sustainable coordinators and climate change champions
- ✓ Fulham Cross school have **embedded Climate education across their curriculum** through to year 11
- ✓ 'Connecting classrooms' - **British Council project** enabled partnerships between H&F schools and 5 schools in Uganda
- ✓ Hammersmith Academy granted **Sustainable School of the Year Award by Global Action** through the development of an on site garden and vegetable farm
- ✓ **Focus on green careers**, green tutorials, social action projects around climate change and Eco clubs throughout the sector.
- ✓ At **Fulham Cross Girls School** 20+ staff have completed 2 or more Educate courses with 10 staff completing all 5 courses.



# Hammersmith and Fulham Afghan Resettlement Programme

- August 24<sup>th</sup> 126 Afghan evacuees in family groups arrived in Hammersmith and Fulham.
- The families were accommodated by the Home Office at a local hotel.
- Local authority officers have been supporting families at the hotel supported by Afghani interpreters.

# Education Response

- Education identified places for 58 school aged children. A walking bus was organised with help from volunteers to initially escort children and their families to school. Schools have provided children with school uniforms and laptops. A further 30 places have been provided for secondary aged pupils from Kensington and Chelsea.
- Education organised Children Centre's outreach 'stay and play' sessions for parents and 17 children under the age of five at a local school.
- Education team is working proactively with the local providers to find appropriate courses for 3 university level students and working with adult education to provide English classes for the parents and carers.
- Education organised out of school activities for children and young people including attending a training and careers event ( EET), games of cricket matches, football training, attendance at local football club matches.
- Education arranged and facilitated access to a full programme of activities over the half-term break including purchasing of Travel Cards.
- Education staff liaised and engaged Health Visitor screening
- Welcoming Pupils into school: Guidance and Resources created by the Educational Psychology Service and shared with London Councils: [Resources for welcoming and supporting refugee pupils and their families \(padlet.com\)](https://padlet.com)
- Specialist Teachers and Educational Psychologist providing wrap around support to schools for individual pupils and staff

Landon Shona: H&F • 9d



# Resources for welcoming and supporting refugee pupils and their families

A collection of helpful resources compiled by LBHF Educational Psychology Service

[https://cdn.oxfordowl.co.uk/2017/08/10/09/32/48/468/bp\\_eal\\_guide.pdf](https://cdn.oxfordowl.co.uk/2017/08/10/09/32/48/468/bp_eal_guide.pdf)



bp eal guide

## Top 20 Strategies to Support EAL Childrer.

Find out

All children arrive in your class with different personalities and different experiences of the world. Find out as much as you can about their background so you have a better understanding of them as people. Try and find out the answers to questions such as how they arrived recently to the country? Where have they come from? Which language(s) do they speak? Do they have any experience of education? If children have been in your setting a little while speak to the staff who have previously taught them to ensure a smooth transition into your class.

Value Home Language(s)

Try and learn a few key phrases in the child's home language such as hello, good morning and yes and no and display these around your classroom. Seeing and hearing a familiar "hello" helps the child and parents feel welcome. If you know about a new arrival try and teach your class some key phrases too. Once the child has settled in confidently, provide them with opportunities to be the teacher and use key words, a song or how to count to 10.

PDF

A very helpful website for supporting learners with English as an additional language, including refugee specific resources and translated resources for parents about the UK education system



The Bell Foundation - Changing lives and overcoming exclusion through language education

The Bell Foundation -

A resource designed by h&f EPS for supporting refugee children and young people to share information about themselves with their new teachers and to prepare them from starting school



## All About Me:

PDF

EPS all about me

GUIDANCE PRODUCED BY THE h&f EPS IN AUTUMN 2021

## SUPPORTING YOUNG REFUGEES, ASYLUM SEEKERS AND UNACCOMPANIED

PDF

EPS GUIDANCE Supporting Young Refugees Asylum Seekers and Unaccompanied Minors



PDF



PDF

All About me

## Welcome to Your New Class

PDF

Welcome To Your New Class Booklet

Welcoming Refugees and Asylum Seekers

Education arranged and facilitated access to a full programme of activities over the half-term break.

Harrow Club for the older YP. Plus mini buses there and back.

Brunswick for the younger YP. Walking distance.

Fulham Cricket club and Gym . Walking distance.

Solidarity Sports running after school club

Afghan women now have their own cooking, dancing, knitting classes for three months creating a safe space for discussion of issues

A Circus skills workshop this weekend and Thursday's after school

Police and Community Safety Unit talks with YP/families.

Gangs and Violent against women and girls team scheduling

# Working with: Social Care , Housing, Health, Adult Learning & Skills and Voluntary Sector services

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In conjunction with social care, clothing has been purchased or received through donation and distributed to families. Families with young children were given buggies to make life easier when going out. There have been donations of books, toys and school uniforms and coats.

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Social Care have supported families in completing paperwork and accessing services. Social care have followed up with Home Office the issuing of Aspen cards (allowing families to purchase necessary items).

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Health have supported families in accessing medical assistance including immunisations, GP registrations and Covid Protocols

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Core Team in development to provide continuity and consistency along side a weekly Rota of staff attendance

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ESOL classes and Family Learning launched

---

Sure Trust attended to discuss employment opportunities

---

DWP assessed and registered all residents

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The hotel has been responsible for accommodation, food and infection control with support from health. Bus passes for school age children / college in transit

---

Library to be created books received from National Union Education

# Special visit from the Mayor













# Afghan Families

'Closer Look' 3  
Response to Afghanistan  
Refugee Crisis



YP participate in extra-curricular sports run by a local VCS organisation



Walking bus for Mums with young children to get to Children's Centre sessions

## Context and Covid-19 Challenge

**Agility and culture change.** Covid-19 forced us to rapidly change our operating model and make quick decisions, working closely with schools and re-orientating resource to focus on emerging need. This experience has equipped us well to respond to the sudden arrival of Afghan refugees at a Fulham hotel in August 2021 – 126 new residents in H&F who have arrived from Afghanistan, including 68 children [17 (0-5), 14 (5-10), 21 (11-15), 16 (16-18)] in Fulham.

## Education Support Offer

- 58 children (aged 5 and older) are enrolled at school. A further 30 children from RBKC have been enrolled at secondary school in H&F
- Extra-curricular activities timetable over half term and after school organised by the third sector
- Families have accessed Children Centre sessions and are all booked for ESOL and Family Learning
- Development of an education offer for 16+, including finding appropriate courses for 3 university level students
- All families have undergone DWP assessment and await payments
- Various charities have donated clothes, toys, buggies etc
- Health Visitor has completed screening assessments for all under 5's and GP registration is underway (approx. 70 now registered)
- Specialist Teachers and Educational Psychologist providing wrap around support to schools for individual pupils and staff

## Implementing the learning from Covid-19

- **Working at pace**
- **Re-deployment of staff and diverting resource** – Early Years practitioners, School Advisors and Strategic Leads for Education, Family Support practitioners, Education Psychologist support and Stephen Wiltshire Centre sessional workers
- **Collaborative work with schools** – CYP enrolled at pace, developed a phased approach to transition, ongoing regular communication with schools from the local authority
- **Collaborative work with third sector and other parts of the council** (CAN, Housing, Adult Learning, Public Health and Community Safety) to coordinate support



YP receive a boxing coaching session run by one of our youth providers.

Resources for welcoming and supporting refugee pupils and their families  
A collection of helpful resources compiled by LBHF Educational Psychology Services

A very helpful website for supporting learners with English as an additional language, including refugee specific resources and translated resources for parents about the UK education system

Changing lives and overcoming exclusion through language education

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SUPPORTING YOUNG REFUGEES, ASYLUM SEEKERS AND UNACCOMPANIED MINORS

I like...

Welcome to Your New Class

Top 20 Strategies to Support EAL Children

Find out

All children arrive in your class with different personalities and different experiences of the world. Find out as much as you can about their background so you have a better understanding of them as people. Try and find out the answers to questions such as how they arrived in your country? Who have they come from? Which languages do they speak? Do they have any experience of education? If children have been in your setting a little while speak to the staff who have previously taught them to ensure a smooth transition into your class.

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Thanks for not printing this page!

Thank you for downloading and welcome to the twink! family!

If you love our resources, you'll love premium!

How to change the print size of this resource

Getting to know you

I feel sick. My tummy hurts. My throat hurts.

New Arrival Induction Flowchart

happy, scared, angry, excited, embarrassed, upset, surprised, confused

What is a Refugee?

The Story of a Refugee

Welcoming Refugees and Asylum Seekers

All About Me

happy, sleepy, scared

I Like...

NATIONAL UNION OF TEACHERS

WELCOMING REFUGEE CHILDREN TO YOUR SCHOOL

UNHCR The UN Refugee Agency

Up and

http://www.childrensociety.org.uk/what-we-do-policy-and-lobbying/young-refugees-and-migrants/unaccompanied-children

https://www.refugeecouncil.org.uk/animation

A resource website developed by Educational Psychologists for schools supporting refugee pupils and their families. This has been shared with London Councils: <https://padlet.com/shonalandon/schoolrefugeewelcome>

# Food provision during school holidays



# Summer in the city 2021

25 providers delivering 2300+ hours of activity, 16,000 engagements & meals served to 4,000 children over 5 weeks.

Activities included sports, performing arts, food education and outdoor learning provision.

Also delivered outdoor events, including Picnic in the Park, Uniformed Services Week and Music in the Park.





# Experience from the summer

**As well as food. Offered opportunities and experiences that children would otherwise not have been able to access**

**Kept children engaged, provided social activity, fitness, developed new skills**

**Provided hundreds of hours of nutritional education, some children cooking for the first time and introducing children to different food groups.**

**Events able to engage families and able to bring together different partners such as uniformed services, English Chamber Orchestra, Royal College of Arts.**

**Provision also provided relief for parents: savings on childcare, families able to work and earn money**

# October Half Term

- Working with 17 holiday providers –3,500 places
- Using council funding to provide food at holiday clubs.
- Climate Carnival themed activity:
  - Family cooking sessions on preparing sustainable meals
  - Drone mapping activity of pollution in the borough
- Supermarket vouchers for vulnerable children over the holidays



# Christmas holidays

Page 54

DfE funding to deliver a large programme of activity (akin to Summer in the City). This will include:

- Holiday provision with food from partners and Early Help providers
- Events for families (similar to our summer outdoor events)
- Cooking sessions
- Fun recipe boxes from providers for families to cook at home
- Activity for Afghan refugees
- Broader support through Winter Wellbeing program (using new Household Support Fund grant) to help families over the winter with food and other essentials. Vouchers, VCS and other support.



[Play Video](#)

*NOTE: This link will only work for H&F staff and Councillors logged into Office 365*