

# Locality & Community Support Service (LCSS) Newsletter

A professional-facing service supporting workers and organisations across  
Oxfordshire



## April 2019

We hope this newsletter finds all our partners well, we wanted to take this opportunity to say thank you for your support, give you an update on progress made and ensure Early Help is on everybody's radar.

## LCSS Data:

- Since 2017 **Trained 1600** professionals on the Early Help Assessment (EHA) including some of our Police Community Support Officers
- Since 2017 completed **3689 No Name Consultations** (NNC)
- Since 2017 received a total of **2435 EHAs**, each one reviewed by LCSS
- In 2018 attended **2156 TAFs** – our November 2018 data indicated LCSS attended approximately 2/3<sup>rd</sup>s of TAFs held across Oxfordshire
- In 2018 completed **2478 Advice and Support** consultations with our partners
- Facilitated Community around the School meetings involving **12 Schools**

## What's new for 2019

- The new Early Help Assessment (EHA) & Team Around the Family (TAF) paperwork will be launched – please go to the OSCB website for new paperwork in April
- Establish Locality based multi-agency meeting to identify young people at risk of Exploitation and respond to these risks with a multi-agency approach
- Continue roll out of EHA training amongst Thames Valley Police
- Continue with the delivery of the Protective Behaviour sessions with Year 3 and 4 pupils.

## Early Help Assessment

We reviewed the Early Help Assessment in 2018 and facilitated two multi-agency workshops, attended by a range of different professionals. This session gained feedback about the Early Help Assessment and took suggestions for improvements. We used the session to review EHA's from other local authorities. Additionally, we received feedback via email and used your suggestions to create the new version. We are excited to announce the new EHA/TAF paperwork this issue, which is shorter, easier to use and already getting good feedback from the people piloting it.

## Contact Details LCSS

### Head of Service

Front door Early Help MASH  
and CAFAT



Maria Godfrey

### LCSS Team Manager



Emily Smout

### LCSS North

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[LCSS.North@oxfordshire.gov.uk](mailto:LCSS.North@oxfordshire.gov.uk)



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### LCSS Central

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[LCSS.Central@oxfordshire.gov.uk](mailto:LCSS.Central@oxfordshire.gov.uk)



ATM – Sally  
Garrad & Sophie Helm

Knights Court,  
Between Towns Road,  
Cowley, Oxford, OX4 3LX

### LCSS South

0345 2412608

[LCSS.South@oxfordshire.gov.uk](mailto:LCSS.South@oxfordshire.gov.uk)



ATM – Amy Ogle

Abbey House, Abbey Close,  
Abinadon. OX14 3JD

Read on for exciting news about the new EHA

## Changes to Early Help Paperwork and Threshold of Need Documents

Please see the OSCB website for the new EHA/TAF paperwork and updated Threshold of Need document. The Threshold of Need Document has been updated in line with the 2018 Working Together to Safeguard Children and Keeping Children Safe in Education 2018 legislation. It also contains additional guidance that should be considered when making threshold decisions.

A great deal of work has gone into liaising with partner agencies to produce a more strength based, restorative assessment for our families which is more user friendly for all. We are very grateful for all the contributions that partner agencies have made including attendance at workshops, feedback on draft documentation and piloting of the document

We believe the new Early Help Assessment, whilst shorter, does continue to ensure that concerns for children can be captured at the earliest opportunity. The action plans are also more streamlined, and feedback has confirmed are more user friendly for families.

The new paperwork has been piloted by schools since November and feedback received has been very positive. Additional comments and feedback has been incorporated into the final amendments to the EHA.

Staff who have already been trained in the Early Help Assessment do not need to undergo additional training as the principles are the same. However, if you require advice/support with these new documents please contact your LCSS team. EHA Training from April 2019 will include the new paperwork – to book on training please visit the OSCB website.

We plan to review the new EHA/TAF paperwork in September 2019 to gain final feedback from practitioners of its use in practice and additionally we want feedback from parents and children which will we use to make any final amendments. We hope children and families will find this document helpful and support your work as practitioners to identify need as early as possible, to facilitate families receiving the right support at the earliest opportunity.

Find all the new documents on the OSCB website

The image shows three overlapping documents from Oxfordshire County Council. The top document is the 'Early Help Assessment' form, which includes sections for 'About the Early Help Assessment', 'Your agreement - Parents', 'Parent/Primary Carers of Child/Children's signatures and printed names', 'We will be careful with your information', 'Your agreement - Practitioners', and a signature box. The middle document is 'Oxfordshire's Threshold of Needs', featuring a 'Family' tree logo and the text 'Right Support at the Right Time for Oxfordshire's children and young people'. The bottom document is 'Community Team Around the Family Closure and Evaluation', which includes a 'Family Background and Information' section with fields for family details, lead professional, and services provided, followed by a 'Child/Young Persons View' and 'Parent/Carers View' section.

## A reminder about the Lead Professional Role

Discussions between professionals and the family should determine who is best placed to be the Lead Professional. The Lead Professional does not have to chair all meetings or complete all paperwork, but they should ensure that these actions take place and be a point of contact for the family.



## LCSS Case study

A Primary School had concerns for a student in year 4 with attendance concerns, specific issue being punctuality ranging from 10 mins to 2 hours late. Mum had difficult experiences with professionals so was reluctant and anxious to engage with any formal TAF meetings. The school rang LCSS and the LCSS worker supported joint meetings with Mother to support her to understand the impact that punctuality was having on the child's school life – academically and socially. Mother agreed to an Early Help worker to support the family. The LCSS worker liaised with the Health Visitor who had completed an Early Help Assessment with Mum and new baby, concerned that Mum needed support as struggled to read and write. We were able to join up these professionals and the concerns. An Early Help worker from our Family Solutions Service is now supporting this family with establishing routines and increasing Mum's confidence as a parent.

## When to contact LCSS

You should contact the Locality Community Support Service if you:

- ✓ Have emerging concerns for a child that does not require immediate safeguarding response
- ✓ Need support or guidance with an EHA or TAF
- ✓ Wish to complete a No Names Consultation (NNC)
- ✓ Require Early Help Targeted case work for a family

Your first point of contact is your **LCSS Link Worker**.

Not sure who your LCSS Link Worker is? You can get all the contact details for LCSS at:  
<http://www.oscb.org.uk/professionals/early-help-locality-community-support-service/>

## Feedback from our partners

We are always happy to hear feedback on how we are doing. Here are some of the things you told us over the last 12 months:

**Primary School Head Teacher:** Following a very difficult meeting LCSS attended with school and mum to suggest EHA/TA, where the home/ school relationship was very acrimonious and mum very resistant to Child services following complex history, mum called in a week later to say she agreed to do this. School was amazed she has agreed as they had been trying to engage mum for over 3 years, and they were very pleased that LCSS was able to support this outcome.

**SENCO:** LCSS have supported us on so many occasions, LCSS have helped us to make decisions about whether to make a referral, how to discuss difficult issues with parents and how to complete EHAs/TAFs.

**Secondary School:** I found the meeting very difficult and without LCSS help I would have really struggled. Thank you for raising the difficult questions that needed to be raised and discussed.

**Primary School:** I am a frequent user of the No Names Consultation facility and appreciate the sound advice I always receive. It always reassures me that I am fulfilling my safeguarding duties correctly.

## Have your say....

We are really proud of the achievements made and the feedback that we have had from professionals and service users, but we know that there is always room to improve! To help us with this we would really appreciate it if you would complete and return the questionnaire sent out with this newsletter.

Please return all completed questionnaires by email to: [jackie.morgan2@oxfordshire.gov.uk](mailto:jackie.morgan2@oxfordshire.gov.uk)

### Feedback from a Parent

LCSS supported a TAF where the parent was anxious about meetings and felt her relationship with the school had broken down. During these TAFs the LCSS worker was able to offer strategies for the parent to support her autistic child and ensure relationships were built between the school and parent. Parent felt that LCSS had “managed to move the case forward and felt very supported by them”

## A Day in the Life of a Locality Worker... Claire Roberts, LCSS Central

I joined LCSS Central Team only six months ago and I am the newest member of the team. The job of an LCSS worker is hugely varied; we work closely with education, health and social care to provide support in safeguarding children and families across the City. We typically get involved where non-immediate safeguarding concerns have been identified by professionals; these can often be a result of other issues arising in the family and as a result we work closely with other teams in the City including SEN, Disability, Attendance and Inclusion to ensure the best outcomes for the child and their family.

On a day to day basis, I visit schools and talk with partner agencies to support them to identify children and families where there are emerging concerns which are affecting their ability to achieve positive outcomes. I am often asked to support schools and partners in completing EHAs or attend TAFs or sometimes just to support them in having difficult conversations with families where circumstances are escalating for the children. We are there in a supportive capacity for the professionals and my background in education and experience in family support supports this.

As part of my role, I am regularly on Duty advising on No Names Consultations. The calls could come from a variety of childcare, education and health settings and it is our job to triage the issue and signpost to the most appropriate course of action. Although it can be challenging and very busy at times, it is hugely rewarding being able to support a professional who has concerns and to reassure them about the best course of action.

## Update on the Community Around the School Offer (CASO)

In 2018, each school received their individualised **CASO pack** detailing relevant information about support services for their school and area including links to LCSS, School Nursing, CAMHS, Police. These packs are designed as a helpful resource when exploring support needs for families.

**CASO meetings** – LCSS have facilitated different meetings across the County when the need has arisen, the idea of a CASO meeting is to bring together the relevant multi-agencies when community level issues are identified, or concerns raised that impact several children/families.

Current **CASO meetings** have included both Secondary and Primary Schools and have included concerns around anti-social behaviour, drug exploitation and associated risks of weapons, self-harm. The schools involved have found the meeting supportive with sharing the risks and concerns and positive in terms of networking and multi-agency links. We are aware that these are concerns and risks that impact all agencies and therefore a multi-agency response is required to

manage the risks. **Please contact your LCSS team for more information.**  
<https://www.oscb.org.uk/professionals/early-help-locality-community-support-service/>

## Update from Community Co-ordinators

We have spent the past two years supporting 37 community groups, who received transitional funding to provide open access provision and services for under 5's and their families. Between April 2017 and March 2018, 2837 sessions were run by transition funded groups. There have been over 67,000 visits from children and their carers to these groups. It has been a pleasure watching these groups grow and develop, we have enjoyed working alongside them as they deliver services and support to children and families in Oxfordshire.

Oxford Diocese have been a key partner and actively supported community groups to establish services. In addition, churches across Oxfordshire run c105 regular groups for under 5s. Joint working with the Diocese continues:

- Joint development of a self-assessment to enable church-led Stay, Play and Learns to reflect on their provision and strengthen them
- Supported Diocese-led event, 'Flourishing under 5s' (September 2018) attended by 50 people representing church run groups.
- Support to some Oxford church groups to establish new Stay, Play and Learn sessions

The team has spent time developing networks and finding out sources of support so that practitioners have access to what is available in the community. We hope to expand on this by ensuring organisations are registered on **Oxfordshire's Family Information Directory**, so all community groups information is relevant and up to date. Please use this link to find out more: [www.oxfordshire.gov.uk/familyinformation](http://www.oxfordshire.gov.uk/familyinformation)

Our team provides information and sources of support about what services are available, signposting if needed and can do this for schools and other agencies – just get in touch.

We are also looking forward to working with partners across Oxfordshire County Council to deliver training to community groups, especially around the Early Help Assessment and Early Years.

If you'd like to find out more, the community co-ordinators can be contacted on:

**North:** [cheryl.huntbach@oxfordshire.gov.uk](mailto:cheryl.huntbach@oxfordshire.gov.uk)

**Central:** [steve.laurence@oxfordshire.gov.uk](mailto:steve.laurence@oxfordshire.gov.uk)

**South:** [clare.crossley@oxfordshire.gov.uk](mailto:clare.crossley@oxfordshire.gov.uk) / [ann.mitchell@oxfordshire.gov.uk](mailto:ann.mitchell@oxfordshire.gov.uk)



## Make sure your documents are up-to-date

Please ensure that you are using the most up-to-date Early Help Assessment (EHA) and Team Around Family (TAF) meeting templates by going to: <http://www.oscb.org.uk/themes-tools>

This site will always contain the most up-to-date versions of the templates and forms, along with flyers for families and young people about Early Help and LCSS, EHA/TAF guidance and tools to collect the child's voice, which is crucial for the EHA and any TAF meetings held.

## Holidays....

As we approach the Easter Holidays please be remember If you have any worries for a child please don't leave these until the end of term: Contact your LCSS locality worker for all non-immediate safeguarding concerns:

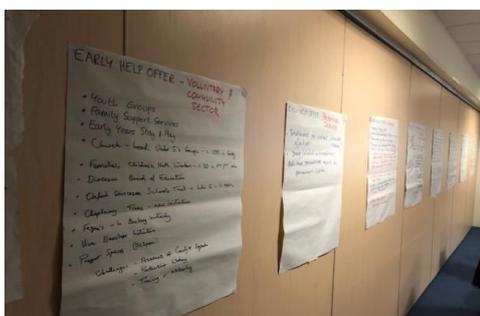
LCSS North	Tel: 0345 2412703	Samuelson House, Tramway Rd, Banbury OX16 5AU	<a href="mailto:LCSS.North@oxfordshire.gov.uk">LCSS.North@oxfordshire.gov.uk</a>
LCSS Central	Tel: 0345 2412705	Knights Court, Between Towns Road, Cowley, Oxford, OX4 3LX	<a href="mailto:LCSS.Central@oxfordshire.gov.uk">LCSS.Central@oxfordshire.gov.uk</a>
LCSS South	Tel: 0345 2412608	Abbey House, Abbey Close, Abingdon, Oxon, OX14 3JD	<a href="mailto:LCSS.South@oxfordshire.gov.uk">LCSS.South@oxfordshire.gov.uk</a>

## Establishment of Early Help Board

Early help is a core principle in many areas of practice in Oxfordshire and there is substantial commitment and energy to support and work with families at the earliest opportunity as outlined in the Children and Young People's plan 2018 <http://oxme.info/cms/life/oxfordshire-children-and-young-peoples-plan>

We know however that there are still some key challenges across agencies in Oxfordshire to ensure that co-ordinated early help is provided across all levels of need at the earliest opportunity to provide the support required to prevent issues escalating.

To address these issues a new partnership Early Help Strategic Board was established in September 2018. The board consists of all key agencies including representatives from Voluntary Community and Faith sectors, schools including early years, primary and secondary, Health including Oxford Health and Public health, Thames Valley Police, Probation, District Councils and Oxfordshire County Council.



The key functions of the Board are to:

- ✓ Review the current Early Help offer
- ✓ Identify strengths and areas for development
- ✓ Work together to problem-solve the issues identified at both strategic and operational level
- ✓ Develop a Phase two Oxfordshire Early Help Strategy that sets out, on a multi-agency basis, the ambition for continued development of Early Help services across partners in Oxfordshire
- ✓ Uphold the principles and approach of Early Help
- ✓ Lead the development and communication of the overall Early Help Strategy
- ✓ Promote and model the culture and values agreed in the Strategy
- ✓ Approve all key strategy documentation
- ✓ Hold all involved in the delivery of the strategy to account

- ✓ Ensure that, during its development, the content of the Strategy remains aligned with their own organisation's current strategies and direction
- ✓ Govern overall risk and resolve escalated risks and issues in development of the strategy
- ✓ Ensure appropriate staff and wider partner engagement is undertaken.

The board has met twice and co-produced the Oxfordshire Early Help strategy and workplan. This strategy document outlines the current provision of early help in Oxfordshire and describes the offer available from partner agencies both individually and collectively. It also identifies new and continuing opportunities and challenges for partners in delivering a coherent and consistent early help offer and how we might work together to utilise these. The strategy is currently being ratified and will be circulated to partners via OSCB website and School news shortly.

Thank you very much for reading our newsletter, we look forward to working with you in 2019. Please see below for further news from other parts of Children's Services.  
Best Wishes, **The Locality & Community Support Service.**

## Updates from other parts of Children's Services

### Disability Referral Route Update

- Disabled children do not necessarily require the support of the specialist children's disability social work teams or any other social work team. Many of them can be supported by universal services or services which are targeted to disabled children, but which don't require a social work assessment. This is the starting point for supporting disabled children and the assumptions we make are the same as for all other children. Universal and targeted services for disabled children are open to all disabled children regardless of their immigration status. Professionals in the community and the **Family Information Service** ([www.oxfordshire.gov.uk/familyinformation](http://www.oxfordshire.gov.uk/familyinformation)) can assist parents to access these services.
- Referrals for support for children's social care **from parents or members of the public** are managed by the [MASH \(Multi-Agency Safeguarding Hub\)](#). This multi-agency hub of social care, health and police shares information to make sure children and families receive the most appropriate support.
- The MASH team may signpost to other sources of support; it will also decide which social work team should assess the child and family circumstances. After this assessment, longer term support may be provided by a different social work team.
- Referrals regarding disabled children can be made by **parents** by contacting MASH on 0345 050 7666.

### Professionals

- It is best practice for disabled children to have an **Early Help Assessment (EHA)** and a **Team Around the Family** in place, or for this to be considered, prior to requesting a service from the statutory children's disability teams. This is to ensure that all sources of support have been considered. It is acknowledged that in some instances other assessments/multi-agency meetings have taken place for the child and an EHA is not always necessary.
- If you think the child's needs meet the eligibility criteria for the children's disability service, please discuss the potential referral with the LCSS team duty worker for the relevant geographical area. You will need evidence that parents have consented to information being shared with children's social care e.g. an email from the parent.
- LCSS will review whether the child's needs can be met at an early help level. If they assess that the child's needs may require a disability assessment they will discuss this with the relevant Children's Disability team manager.
- If you have spoken with LCSS and your request for a service has not been accepted, you can speak informally to one of the Team Managers of the Children's Disability Teams.

**If there are immediate safeguarding concerns all referrals should be made via MASH 0345 050 7666.**

### Learner Engagement Team

A recent meeting took place to create a Learner Engagement Strategy for Oxfordshire, it will be available online post Easter holidays for partners to see the full document. However, in summary the Learner Engagement Strategy has been co-produced by key stake holders and partners engaged in optimising the inclusion in education of all Oxfordshire's statutory school aged children. The purpose is to ensure that children access their full educational entitlement to ensure that they achieve to enable them to thrive as adults and fully participate in the economic, learning, personal and social life of Oxfordshire.

To this end, the strategy focuses on: The need to optimise school attendance, minimise school exclusions, serve children missing education by identifying them and facilitating a school place for them in a timely manner, minimise the need for reintegration programmes in schools and respect the rights of the electively home educating community whilst ensuring education is suitable and sufficient for all children's needs.

The strategy is based on statutory duties, the agreed aims of the Education Scrutiny Committee in Oxfordshire and the Oxfordshire Safeguarding Children's Board plan.

The Strategy recognises that there is no single solution to reducing exclusions and improving attendance, and outlines the way in which education providers, the Local Authority and other relevant agencies can work together to achieve better outcomes for children and young people in Oxfordshire.

## A reminder of your School Liaison Officers

South Ashaa Rathod	<a href="mailto:ashaa.rathod@oxfordshire.gov.uk">ashaa.rathod@oxfordshire.gov.uk</a>	mobile: 07741 607493
North Trish Murphy	<a href="mailto:trish.murphy@oxfordshire.gov.uk">trish.murphy@oxfordshire.gov.uk</a>	mobile: 07586 478512
City Faith Mwangi	<a href="mailto:faith.mwangi@oxfordshire.gov.uk">faith.mwangi@oxfordshire.gov.uk</a>	mobile: 07586 478724

## Education Representative Role in the MASH:

The MASH now have a designated education representative in the MASH, Kat Johnston, who started in post last June. She gives us an update of her role and work achieved with schools since being in post.

There are 3 main parts to the initial role though it has evolved since I was in post:

### 1) Contacting Schools and settings

- *To share the concern reported to us with the correct member of staff at school.*
- *Gain the school's knowledge about the pupil in question.*
- *Ask pertinent questions that support actions and decisions making, this may involve requesting additional information such as 3 houses, possibility of undertaking an EHA.*
- *All of this in as timely a way as possible, so chasing those settings who do not respond within set timeframes. Amber enquiries are required the same day.*

### 2) Liaising with Colleagues

- *Police and Operation Encompass in particular.*
- *EHE team and Attendance team where necessary*
- *LCSS*
- *Colleagues in the MASH for queries around school processes and understanding.*

### 3) Improve communications

- *Two way street with school, they can contact me for details on how a case is progressing, who the key worker, allocated social worker is, queries about an older case they may have not heard from etc.*
- *Also schools are regularly contacting me now regarding Operation Encompass alerts which I liaise with the Police on.*
- *Schools can share any concerns regarding the MASH and CSC in general. Also raise positive thoughts about this process too!*
- *I provide non referrers with feedback if the case is closed as NFA.*
- *Attending Safeguarding meetings and all the DSL Forums where possible.*
- *I attend the Safeguarding in Education Sub Group meeting at County Hall.*
- *Remind colleagues in schools they can visit the MASH should they wish on MASH open mornings*

Since starting on June 18<sup>th</sup> to 28<sup>th</sup> February I have:

- Contacted 2,039 schools, this accounts for 3,227 children.
- Have notified 750 schools/settings regarding cases being closed with No Further Action.
- Been allocated 1565 cases to gain education checks on.

**Kat would also like schools to contact her when they know their safeguarding arrangements for half terms, Easter and Summer breaks. Please email her prior to any holiday so she is aware who to contact with any open MASH enquiry queries during this time. [Katrina.Johnston@Oxfordshire.gov.uk](mailto:Katrina.Johnston@Oxfordshire.gov.uk)**

Kat looks forward to her continued work with schools in relation to her role.

# Green Paper Proposals for CAMHS Mental Health Teams in Oxfordshire

## Background

The green paper is part of the Government's commitment to improve mental health services to children and young people in England. The green paper builds on Future in Mind and the ongoing expansion of NHS-funded provision, and sets out the Government's ambition to go further to ensure that children and young people showing early signs of distress are always able to access the right help, in the right setting, when they need it.

The Green Paper has three elements:

1. Develop mental health teams in schools/colleges for 5-17 year olds
2. Pilot 4 weeks wait times
3. Developing the role of the Designated Lead for Mental Health in schools.

Oxfordshire was asked to bid to be part of a pilot site for the implementation of the green paper. This was a joint bid between the LA and CAHMS. The initial bid to NHSE included having mental health teams to work with every school in Oxfordshire but we were only awarded funding for two teams to cover a population of 16,000 pupils.

## What will the bid mean for Oxfordshire?

It will mean an additional investment of £5.4million by 2021. Given the smaller allocation of budget the money will go to fund two mental health teams to work with all mainstream primary and secondary schools in the Oxford City area (total population just under 16,000 for schools with the majority of the funding to reduce the CAMHS waiting time to 4 weeks by 2021).

Mental health support teams will be trained staff linked to groups of schools. They will offer individual and group help to young people with mild to moderate mental health issues including anxiety, low mood and behavioural difficulties.

The support teams will work with the designated leads for mental health in schools and provide a link with more specialist mental health services. This will mean that schools will find it much easier to contact and work with mental health services. The new teams will be managed in CAMHS but based in the local area.

Mental health support teams will be the link between the NHS and schools. They will work alongside other services who provide mental health support including:

- school nurses
- locality and community support services
- educational psychologists
- school counsellors
- voluntary and community organisations
- social workers and Early Help Practitioners

## Current position re Implementation and timescales

There is an expectation that the teams will be operational from December 2019.

In Oxfordshire we are on track to deliver to set timescales.

## Library Stay, Play and Learn Sessions

In March 2018 an exciting project started in some of Oxfordshire's libraries, in conjunction with Children Education and Families – Stay, Play and Learn sessions for under 5's.

The sessions are open to everyone with children under 5, these sessions run for one and a half hours and have a range of toys, equipment and activities on offer, including construction, role play, small world and baby toys. Sessions end with rhymes and singing, where adults and children sit in a circle and join in with the rhymes and actions. The planning is usually linked to an author.

Storysacks are often used in the sessions to introduce the art of storytelling, using puppets and activities, to enable children to tell the story alongside an adult.

These are currently run by two CEF staff, who have been setting up and implementing the sessions. We are now looking for volunteers to run these sessions, this will then enable us to set up sessions in more libraries.

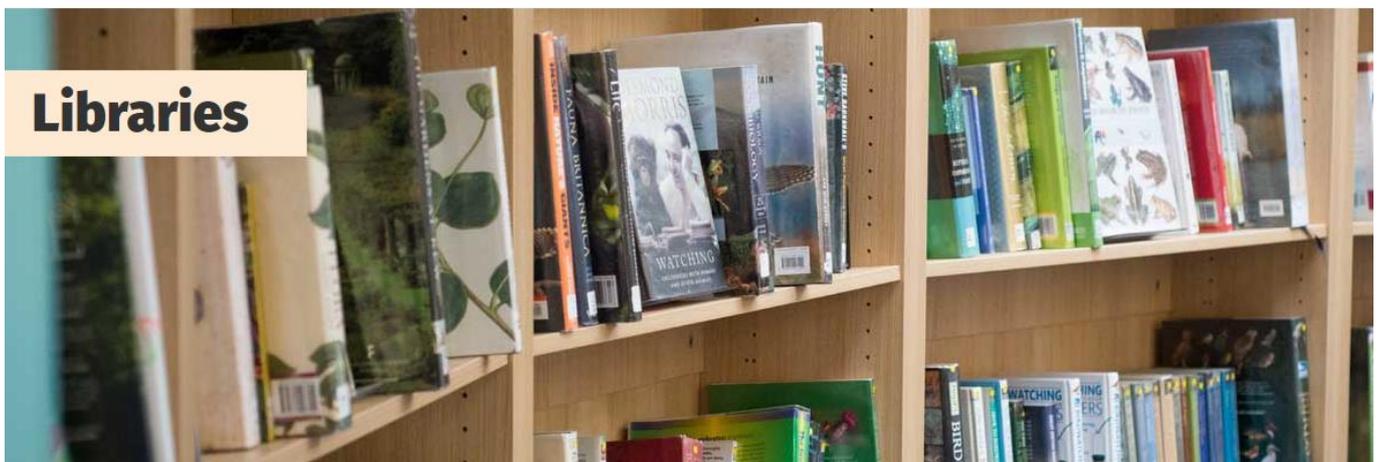
The sessions are weekly, with the exception of Didcot, which is fortnightly. Check out online at: <https://www.oxfordshire.gov.uk/residents/leisure-and-culture/libraries/find-library> for the session times, or contact the library direct.

Some sessions may be limited to a set number of families – depending on the size of the library and capacity. Should sessions become too busy there would be a ticketing system put in place – we would inform the families of this.

The libraries that are currently running are:

- Bicester (Monday 10-11.30am)
- Wantage (currently run by Gr0w) (Monday 10-11.30am)
- Witney (Tuesday 10-11.30am)
- Summertown (Tuesday 1-2.30pm)
- Cowley (Wednesday 9.30 – 10.30) (Rhymetime 10.30-11am)
- Woodstock (The Oxfordshire Museum) (Thursday 10-11.30 am)
- Blackbird Leys (Thursday 10-11.30 am)
- Littlemore (1-2.30pm)
- Didcot (Fortnightly – Friday 9.30-11am)

Come along to these sessions, we look forward to seeing you



# Key Links & Resources to support school staff

## Oxfordshire Multi-Agency Children and Family Practitioner's Toolkit

Visit the [Oxfordshire Practitioner's Toolkit](#) for ready-to-use tools, resources and information to support work with children and families in Oxfordshire. Search for services in the Service Directory, and access early help tools, links and helplines in the online toolkit.

Registered Practitioners can also access our forum, document library and enhanced information about services, providers and activities – click on Register and follow the instructions.

Don't worry about losing your password - access to the Toolkit, Service Directory, News and information pages will never require sign-in.

Access support and sign up at:

[www.oxfordshire.gov.uk/practitionertoolkit](http://www.oxfordshire.gov.uk/practitionertoolkit)



The screenshot shows the 'Family Information Directory' website. The main navigation bar includes 'Home', 'Directory', 'Whats On', 'Providers', 'Practitioners', 'Contact Us', and 'How to search'. A search bar is present with a 'Go' button. Below the navigation, the 'Practitioner Toolkit' section is highlighted. It contains text explaining the toolkit's purpose, a search bar, and a list of topics including 'ADHD' and 'Alcohol Misuse'. A small image of a woman is also visible.

## Neglect Practitioner Portal

In Oxfordshire, neglect is the most common reason for children becoming subject to a child protection plan (and to a repeat plan).

It is a common feature in the county's recent serious case reviews. It is difficult to define and often co-exists with other forms of abuse. Apart from being potentially fatal, neglect causes great distress to children and affects their wellbeing in the short and long term.

In 2015, Oxfordshire County Council ran a pilot to improve the way we work together to tackle the issue of neglect. Work from this pilot has been synthesised and evaluated to create a new [Neglect Practitioner Portal](#).

The Neglect Practitioner Portal includes guidance, useful downloadable tools and interventions, child protection tools, processes and procedures and information about what works from families where neglect has been an issue, in their own words.

<http://www.oscb.org.uk/themes-tools/neglect/neglect-toolkit-home-page/>



The screenshot shows the 'Oxfordshire Safeguarding Children Board' website. The header features the OSCB logo and navigation links: 'Home', 'Publications', 'About Us', 'Latest News', 'Reporting Concerns', and 'Inter-agency Prod'. The main content area is titled 'Themes & Tools' and lists various topics: 'Prevent Extremism', 'Neglect', 'Parental Substance Abuse', 'Child Sexual Exploitation (CSE)', 'Mental Health, Suicide & Self-Harm', 'FGM (Female Genital Mutilation)', 'Bullying and Online Bullying', 'Domestic Abuse / Domestic Violence', 'Working with Fathers & male care-givers', and 'E-Safety'. A 'Neglect Practitioner Portal' link is highlighted with a red arrow. A tip at the bottom states: 'Tip: You can drag and drop the logo above onto your Practitioner Portal.'