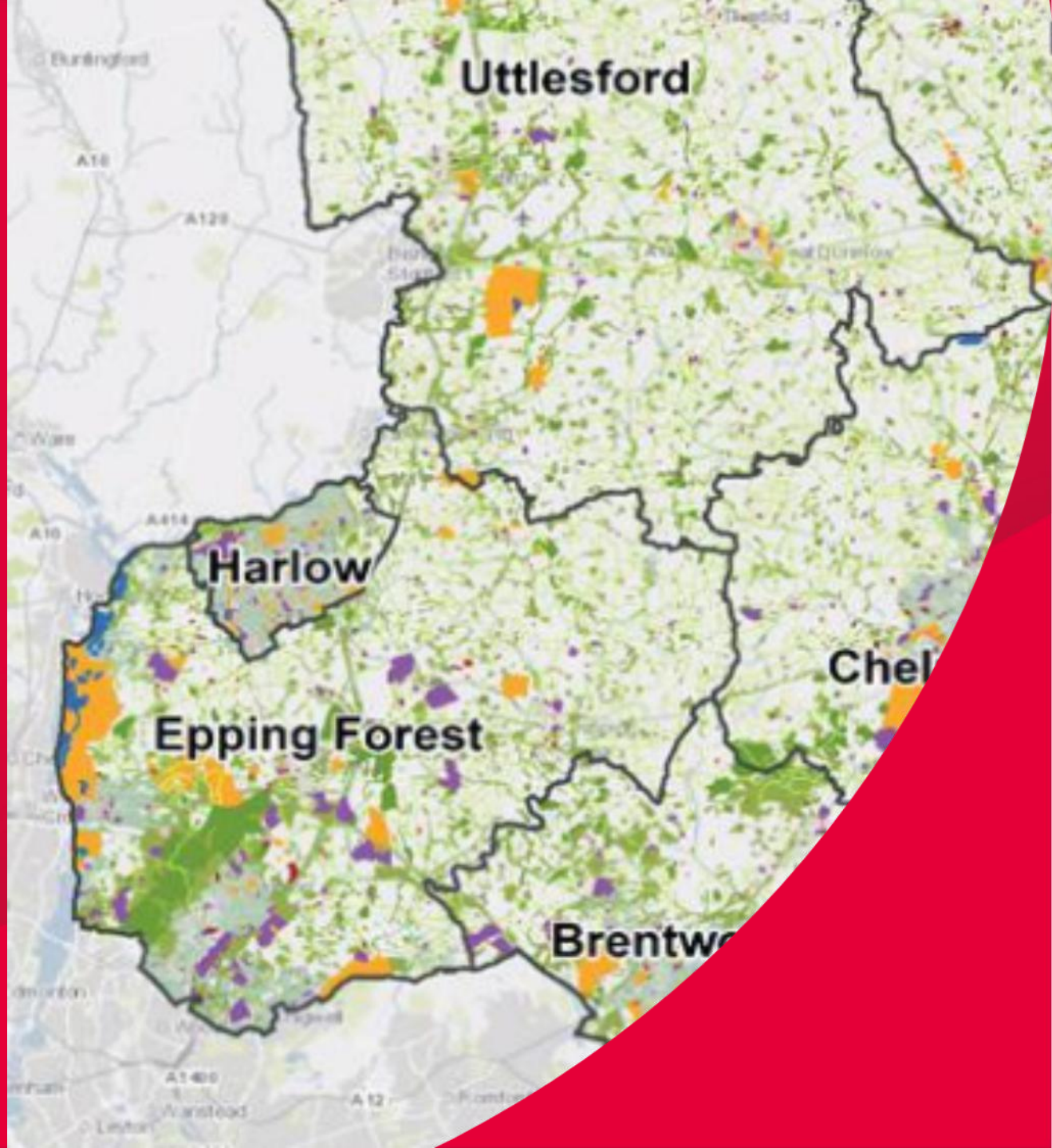
Essex County Council

EPHA WEST Area Meeting

November 2026



Essex County Council

Local Authority Updates



Agenda

Welcome from Clare Kershaw (Director of Education)	**9.00 am**	
Local Authority Education Team **Director's update -** Clare Kershaw Data Outcomes LGR Essex Education Priorities SEND Reform and Improvement Essex Political Priorities and National Priorities for 2026/2027 Essex Directory for School Improvement	**9.05am**	Page 4 to 14
Education Access – Sharon Bryan and April Gurney	**9.35am**	Page 15 to 25
MSC update - Kierran Pierce	**9.50am**	Page 26 to 35
STAY update – Martine Mackman	**10.05am**	Page 36 to 45
Social Care update Including FFPP and Ofsted outcomes – Lee Bailey and Tina McElligott	**10.15am**	Page 46 to 66
Headteacher support – EPHA discussions	**10.40am**	Page 67

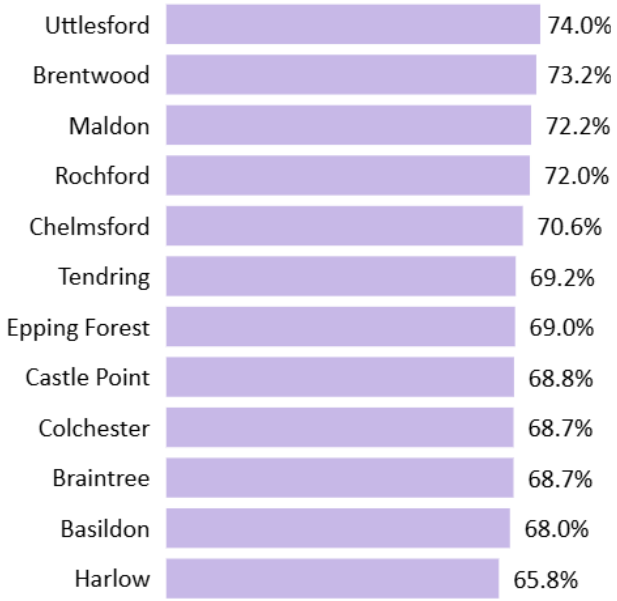
BREAK at 10.50am

Good Level of Development - GLD

2023/24

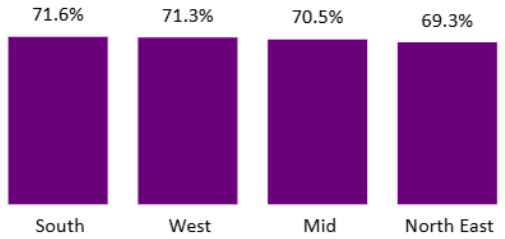
Essex: **69.4%**

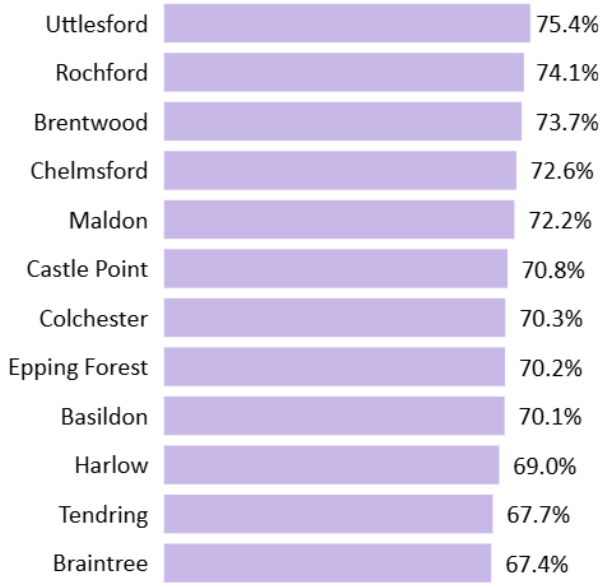




2024/25

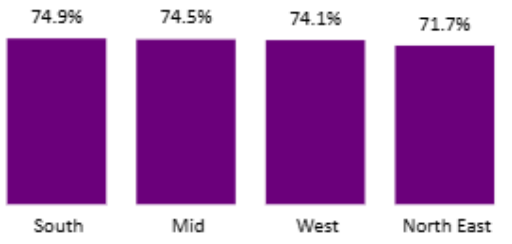
Essex: **70.6%**

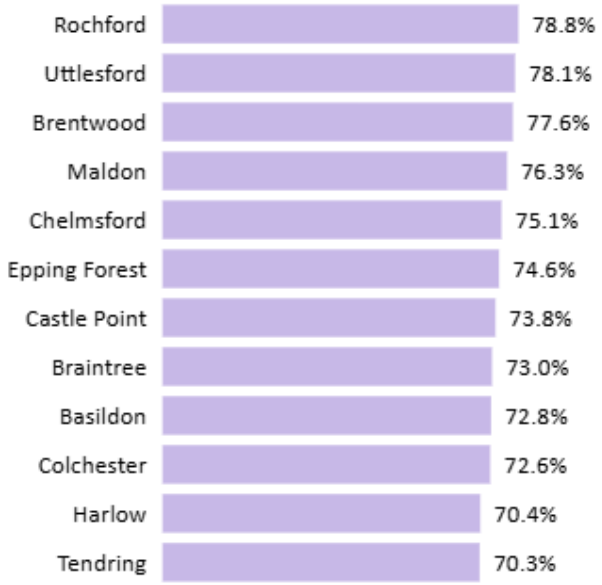




2025/26

Essex: **73.9%**





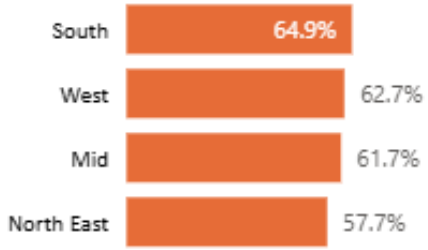
KS2 RWM

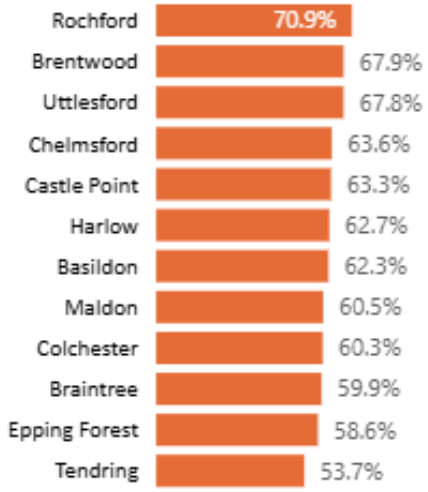
2023/24

% RWM exp+

Essex:

62.0%



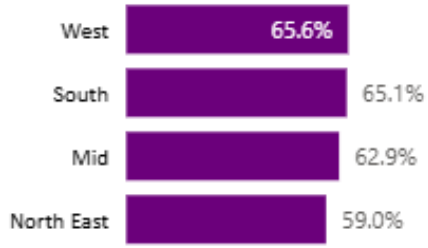


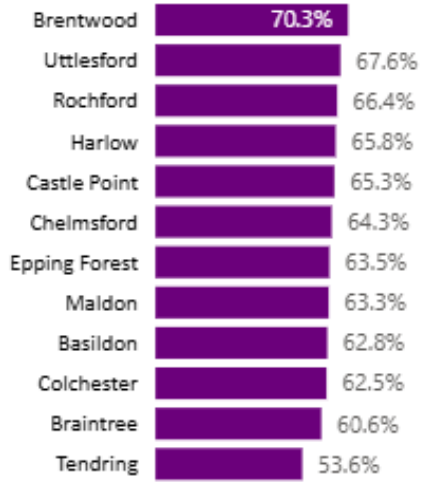
2024/25

% RWM exp+

Essex:

63.2%



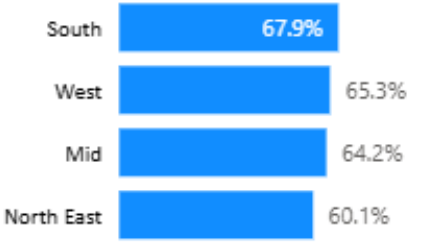


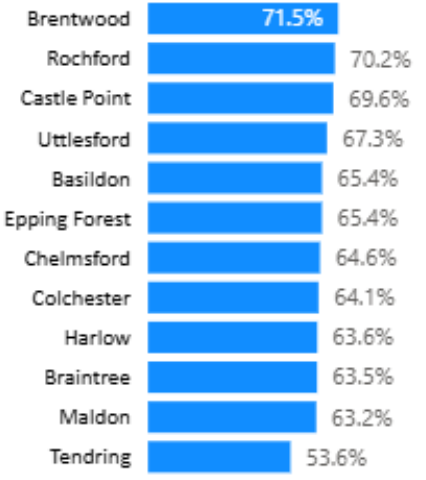
2025/26

% RWM exp+

Essex:

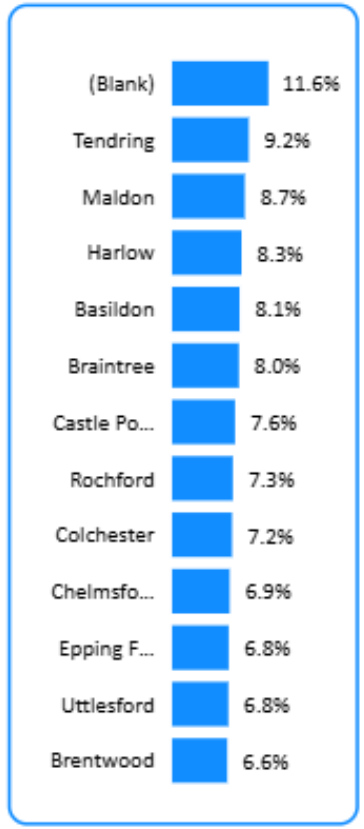
64.6%



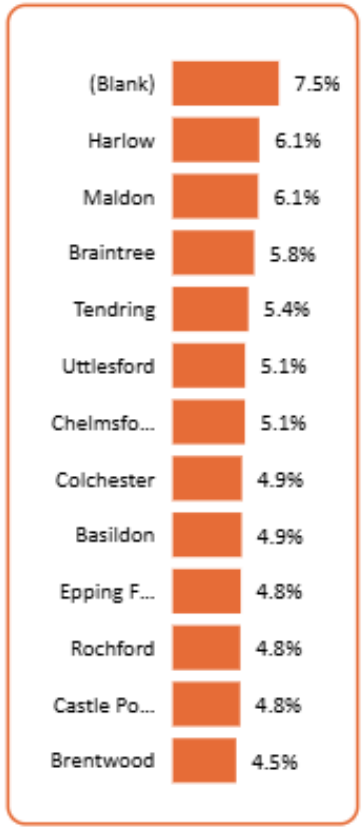


Essex attendance last term

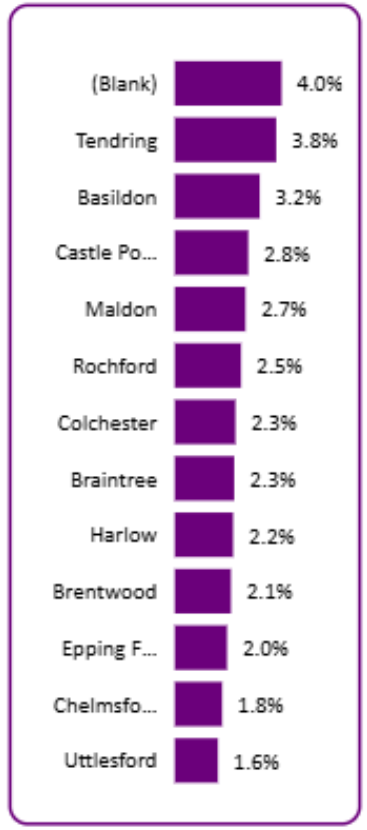
7.6%
Overall absence



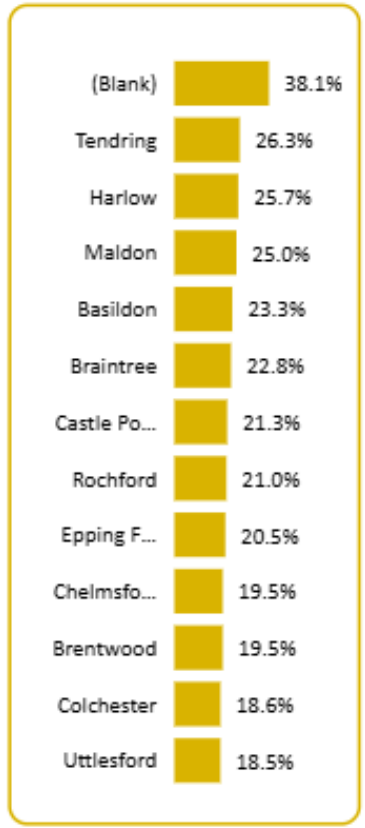
5.2%
Authorised absence



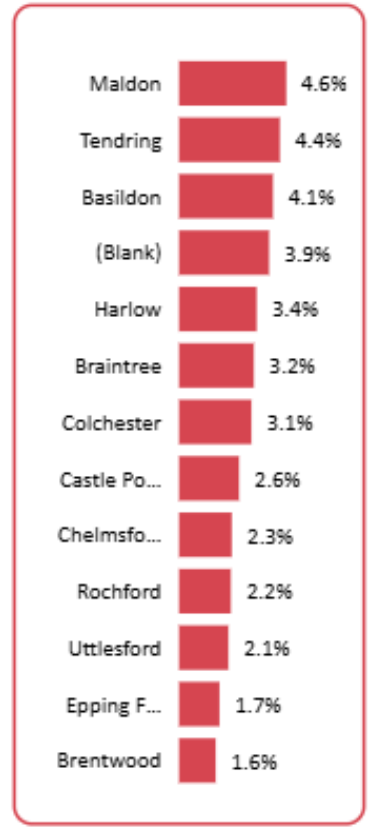
2.5%
Unauthorised absence



21.7%
Persistently absent



3.0%
Severely absent



Essex Ofsted outcomes 2025-2026

Numbers show the count of schools receiving each grade under each graded judgement.

LA MAINTAINED SCHOOLS | 21 schools

Judgement	Exceptional	Strong	Expected	Needs attention	Urgent improvement
Inclusion	0	4	14	1	0
Curriculum & Teaching	0	1	16	2	0
Achievement	1	3	13	2	0
Attendance & Behaviour	0	4	14	1	0
Personal Development & wellbeing	0	7	12	0	0
Early Years / Post-16	0	3	14	0	0
Leadership & Governance	0	2	14	3	0

Safeguarding requirements **'Met'** in all LA maintained schools.

ACADEMIES | 49 schools

Judgement	Exceptional	Strong	Expected	Needs attention	Urgent improvement
Inclusion	0	15	24	4	1
Curriculum & Teaching	1	8	28	6	1
Achievement	2	7	23	9	3
Attendance & Behaviour	1	12	23	7	1
Personal Development & wellbeing	0	16	24	4	0
Early Years / Post-16	2	6	27	3	1
Leadership & Governance	1	10	26	6	1

Safeguarding requirements **'Met'** in all Essex academies.

Scope: Outcomes from all Essex school inspections since commencement of renewed framework November 2025 until July 2026.

LGR

- Decision to withdraw the March decisions for LGR for Essex, Southend and Thurrock, Norfolk, Suffolk and Hampshire as part of a review of the whole LGR programmes. This follows legal advice the government have received and before the Structural Change Order is laid before parliament.
- All other areas where decisions were taken in July are also under review
- West Sussex and Cambridge and Peterborough – decisions still to be taken.
- Surrey will go live in April 2027 – East Surrey Unitary and West Surrey Unitary as legal process already in place
- LGR remains a political priority for the government
- Devolution is also a priority with the government wanting to move forward on devolution in all areas where this is not established -White Paper is expected
- Mayoral elections still planned for May 2028
- Essex Administration now looking to govern for a four-year term

Essex Education Priorities

As set out in the welcome back letter

- Working with the MAT CEO group to look at KS4 outcomes
- Strategic overview to supporting school attendance
- SEND reform and improvement
- Inclusion Strategy – continued implementation and refresh
- Essex Directory of School Improvement

SEND Reform and Improvement

SEND Reform

- Essex Reform Plan approved October 2026
- Nb: Southend and Thurrock as nearest neighbouring LAs have not had their plan approved and will need to re-submit
- DfE feedback on the expert at hand element of the plan was particularly positive
- SEND capital strategic business case underway and working group agreed
- SEND Clusters will be a priority this term working with all partners
- Funding – discussed at High Needs Review Group – a small working group to look at changes to EHCPs for lower banded children

Operation backlog - -clearance of the backlog by 31 December 2026

- £1,996m on top of previous funding
- Ongoing improvement work remains in place including approach to communications
- Acknowledged there are still issues with casework and communication with schools
- SEND was discussed at the People and Families Scrutiny Committee on the 10 September.

Essex Political Priorities

- 100 day plan – Operation Backlog, SEND Improvement and Best Start in Life
- SEND and SEND Pods
- Anti Bullying campaign – small working group to be formed
- Supporting school attendance
- Skills centres – this is very early days but to consider for KS4
- NEET – visit to Stansted College / LSIP Plan launch 11 September 2026
- Violence against women and girls

National Priorities for 2026/2027

- SEND Reform
- KS3 Alliance – national launch 16 September, regional launch 6 October
- RISE priorities
- Skills and vocational education
- NEET

Essex Directory for School Improvement (EDSI)

- The directory was launched at the end of a particularly busy summer term and has already received eight submissions, providing a strong starting point.
- Following endorsement from ASHE and EPHA, the directory will become a regular feature of local meetings, helping to increase awareness, engagement and contributions.
- Feedback from headteachers has been very positive, reinforcing the potential for the directory to become a valuable school improvement resource.

Essex Directory for School Improvement (EDSI)

Next Steps

To keep the directory visible and useful, we will launch a half-termly newsletter called **Practice Worth Exploring**, which will:

- Highlight new submissions and the school improvement priorities they address.
- Showcase examples of effective practice and respond to areas of interest identified by headteachers.
- Encourage nominations from schools and partnerships.
- Proactively identify and promote practice worthy of wider exploration.
- Help identify schools and leaders to share expertise through ASHE, EPHA and other professional events.

How to Contribute

- We encourage schools to share effective practice that could benefit others across Essex.
- **Submissions can be sent to: Anthony.sappong@essex.gov.uk**

Essex County Council

Education Access Team

Update September 2026

EXCLUSIONS
REQUEST FOR SUPPORT

Exclusions@essex.gov.uk

Key Contacts for PEX, Suspension and Requests for Support Queries

MID/SOUTH ESSEX

Education Access Specialist:

Diane Kirsh Diane.Kirsh@essex.gov.uk

T: 03330139573

Education Access Co-ordinators:

Donna Renwick Donna.Renwick@essex.gov.uk

T: 0333 013 8162

Deborah Barnard – Deborah.Barnard@essex.gov.uk
T: 0333 013 6813

NORTH-EAST/WEST ESSEX

Education Access Specialist (West):

Gemma Cook Gemma.Cook@essex.gov.uk

T: 03330 134393

Education Access Specialist (Northeast): TBC

Education Access Co-ordinators:

Jaye Palling Jaye.Palling@essex.gov.uk T:03330131737

Charley Buck Charley.Buck@essex.gov.uk T: 03330131638

Other key contacts within the team that work across Essex:

Samia Uddin – Samia.Uddin@essex.gov.uk - Permanent Exclusion Administration

Jordan Dean - Jordan.Dean@essex.gov.uk – Permanent Exclusion Administration

Emma Hayter - Emma.Hayter@essex.gov.uk – Request for Support Administration

Report on Permanent Exclusions for the academic year 2025-2026

- **326** permanent exclusions were recorded during the 2025-26 academic year.
- This compares to **387** permanent exclusions during 2024-25
- **63** permanent exclusions involved primary-aged pupils, compared to **49** in 2024-25
- Within Key Stage 2, **Year 3** recorded the highest number of permanent exclusions (17 pupils)
- Within Key Stage 1, **Year 2** recorded the highest number of permanent exclusions (14 pupils)

Request for Support

The Education Access Team can offer a Request for Support where there is evidence that without intervention, a pupil may be at risk of exclusion.

Three referral pathways:

🏫 **Alternative Provision School Placement:**
Short-term placement within Essex's Alternative Provision School.

📚 **Exceptional Provision:**
Short-term support through the commissioned IPES framework.

💷 **Exceptional Funding:**
Funding for provision not available through existing commissioning arrangements where this is necessary to meet a pupil's needs.

All referral pathways are intended as short-term interventions, with the aim of supporting reintegration back to the referring school.

Essex schools can complete a Request for Support as a non-punitive approach for pupils whose needs and circumstances have made them more vulnerable in their education setting.

How to access support

Submit a Referral

- Complete the referral form and send to exclusions@essex.gov.uk

Education Access triage

- Referral triaged against threshold criteria
- School notified of the triage outcome

Quadrant Panel consideration

- Referring school presents the case
- Panel includes Education Access, Alternative Provison School and relevant partner agencies
- Panel reaches a decision and provides its rationale

Placement review

- Support agreed for one term initially and reviewed regularly
- Extensions considered on a case-by-case basis

Transport

🚌 Alternative Provision School Placements

- AP School can apply for transport
- Where agreed, this is limited to public transport

🚌 Exceptional Provision

- Home-to-school transport is not provided
- Transport arrangements remain the responsibility of the school or parent/carer

Off-Site Directions: New Essex Guidance for Schools

OSD is a short-term, planned intervention where a pupil attends another school to receive targeted support, while remaining on roll at their home school, to improve outcomes and support successful reintegration.

What Off-Site Direction is	What Off-Site Direction is not
Planned and targeted intervention	An alternative to suspension or exclusion
Part of a graduated response	A long-term arrangement
Time-limited and outcome focussed	A substitute for SEND assessment, statutory processes or multi-agency support.
Reintegration planned from the outset	A trail managed move

The ambition

🏫 Promote consistent and effective practice across Essex

📖 Clarify statutory responsibilities and expectations

🤝 Strengthen planning, monitoring, review and reintegration arrangements

Supporting Resources

📘 Guidance document

📝 Planning, review and closure templates

✅ Operational checklists

REDUCED TIMETABLE RETURN

Provision@essex.gov.uk

Reduced Timetables

School Feedback

- The current return process can be time-consuming for schools to complete.
- Schools are required to submit returns even where there are no cases to report, resulting in the need for nil returns.
- Some of the information requested is repetitive and may duplicate data already submitted through other processes.

Proposed Model for 2026/27

- A revised approach has been proposed for 2026/27.
- Transition from universal reporting to a targeted reporting model, focusing on schools and cases where oversight is most needed.
- Reporting will be informed through a combination of View Your Education Data (VYED) and school-led notifications, reducing the need for routine returns while maintaining effective monitoring and support.
- Whilst the proposed model is awaiting governance approval, a dual return will be completed for Half Term 1 of 26/27 to ensure preparedness for a changeover potentially starting January 2027.

Reduced Timetables

Key Considerations

- Ensuring the accuracy and consistency of **C2 coding** remains essential to effective monitoring and reporting.
- Proposed thresholds for half termly targeted reporting would include:
  - Reduced timetables in place for **longer than one term**.
  - Provision of **five hours per week or less**.
  - Cases where **schools have identified** specific concerns regarding suitability, progress or educational access.

Reporting window dates will be published before the October half-term to support forward planning and timely submissions by schools

Provision and reduced timetables | Essex Schools Infolink

Education Access Team Central Mailboxes

PEX/RFS mailbox Exclusions@essex.gov.uk

Suspension – Suspensions@essex.gov.uk

Section 19 (medical & otherwise) mailbox Section19@essex.gov.uk

Essex Reintegration Project ERP@essex.gov.uk

AP attendance - APattendance@essex.gov.uk

IPES – IPES@essex.gov.uk

Provisions & Reduced Timetables – Provision@essex.gov.uk

MSC Update

Kierran Pierce

Essex County Council

The Multi-Schools Council

EPHA update Autumn 2026





Pillar 1: Multi Schools Council meetings



Pillar 2: CPD in schools



Pillar 3: Ambassadors

Multi Schools Council



So what?

Pillar 1	Pillar 2	Pillar 3
Resources aimed at improving school attendance with a newly established oversight board	Development of an awards programme which compliments both local area inclusion reviews and the wider inclusion strategy	A clear sense of purpose within a local area model
Annual united in diversity event, leading theme of pathways to employment in partnership with the local area PFA team	Increased confidence in support for young people with SEND and how to approach individual conversations	Champions for change structure linking strategic leads directly to children and young people
Publication of our local area belonging report, linked into the local area SEND strategy plan	Understanding of self, meeting needs within mainstream provisions	Representation at local area conferences and events to bring things back to lived experience
Links between mainstream and specialist placements creating a wider sense of community	Building on an autism-based assembly to publish resources including a CYP book with every primary school receiving a copy	Helping with the design and implantation of the local area autism keyworker service
Local area mascot created with the view of celebrating diversity and connecting young people's interest in the local system	Missing voices report visiting those who are in alternative placements or home education to provide recommendations	Contributing to the design of local area sports event, creating better pathways into physical education opportunities

How do you get involved?

Give us a ‘key contact’ (Head, SENCO, Wellbeing lead)

Pillar 1 – Dates set in advance – *next are in February*

Pillar 2 – Join our waiting list for 2027/2028

Pillar 3 – Recommend a young person (with their permission)

North & South – Brooke.Parratt@essex.gov.uk

Mid & West – Amy.Gair@essex.gov.uk

Join an online information session – MSC@essex.gov.uk

Regional and national opportunities – Kierran.Pearce@essex.gov.uk

‘Our children are always very engaged. They feel confident sharing personal stories. The team is fantastic! Such a pleasure to work alongside such a fabulous organisation, for free!’ Essex school, summer 2026

Lois and her book WOLF




& ACHIEVE
COMMON GOALS
Wolf
Written by Lois Crocker

Essex County Council

Any questions?

STAY update

STAY team member

Relaunch & Project Outline

2026-2027

STAY PROJECT

Successful Transitions for All Young people

What is the STAY Project?

The STAY Project is focused on ensuring the best outcomes for children, young people, families and schools by supporting schools to think carefully about their role in transitions.

Previously known as the Successful Transitions for Autistic Young People (STAY) project, STAY is now expanding to support all young people, with a soft focus on pupils with SEND and those who may be vulnerable to poor transition outcomes.

STAY supports schools to view transition as a journey rather than a single event. Schools are encouraged to begin planning from Year 5 and continue supporting pupils through to Year 8, recognising that successful transition extends well beyond the point of transfer.

The project aims to improve outcomes for young people and families by:

Increasing preparedness,

Reducing barriers to participation,

Focusing on relationships and

Ensuring the right support is available at the right time.

The STAY Project is a free offer for all Essex schools. All schools are encouraged to participate and take advantage of its benefits including those that have previously participated,

STAY PROJECT

Successful Transitions for All Young people

What support does the STAY Project give schools?

Participating schools will benefit from a three-pronged offer:

1. **Locality network meetings - bringing together primary and secondary schools to strengthen relationships, share effective practice, and work collaboratively to improve transition experiences.**

-Secondary and primary schools grouped by locality to form a co-operative

-Meet termly, supported by their Inclusion Partner

-Opportunity to focus on transition pathways and explore aspects that could be improved.

STAY PROJECT

Successful Transitions for All Young people

What support does the STAY Project give schools?

Participating schools will benefit from:

2. **A universal and targeted training offer to strengthen inclusive transition practice across whole-school communities and upscale support for pupils with SEND and others who may benefit from transition support.**

Comprehensive training offer including bespoke training developed for and offered only to STAY schools.

Will continue to be developed based on the needs of the STAY cohort.

STAY PROJECT

Successful Transitions for All Young people

Training example

Autumn Term training schedule for STAY participants.

STAY Project Training Offer 2026-2027

Date	Topic	Audience	Venue	Time
Autumn Term				
Tues, 3rd Nov	Accessible Pictures and Graphics for Pupils with Vision Impairment	LSAs/Tas Teachers SENCOs	Register via Education Essex Online - SLA Online	1:45pm – 2:45pm
Thurs, 12th Nov	Metacognition and Memory (Day 1 of 2-day course)	SLT SENCOs	Register via Education Essex SLA Online	9am – 12pm
Tues, 17th Nov	1st Professionals Conference	Headteachers Teaching & Learning Leads Transition Leads Pastoral team SENCOs Heads of Year	Chelmsford City Racecourse	9am – 4pm
Wed, 18th Nov	NEN Developing Inclusive Leadership to Support Neurodivergent Students	Headteachers SLT	Register via Education Essex SLA Online	3:30pm – 5:30pm
Thurs, 19th Nov	Metacognition and Memory (Day 2 of 2-day course)	SLT SENCOs	Register via Education Essex SLA Online	9am – 12pm
Thurs, 19th Nov	Pathological Demand Avoidance	All school based colleagues supporting autistic learners	Register via Education Essex SLA Online	1.30pm – 3pm
Tues, 24th Nov	Inclusive Language **STAY ONLY SCHOOLS**	All school-based colleagues	Join via Teams: https://teams.microsoft.com/meet/37808597212794977p=JSqmJhKQmVxDrDXg23	3:45pm – 4:30pm
Tues, 1st Dec	'Let's Talk – We Miss You' – Supporting Attendance Difficulties **STAY ONLY SCHOOLS**	Headteachers SLT/HoYs SENCOs Pastoral team Attendance Officers	Join via Teams: https://teams.microsoft.com/meet/340731521525579 8?p=YwHkLvT4l5U0iCUYzI	3:30pm – 4:30pm
Tues, 1st Dec	Autism and Anxiety Training	All school based colleagues supporting autistic learners	Register via Education Essex SLA Online	3:30pm – 5:00pm
Wed, 2nd Dec	Masking Training	All school based colleagues supporting autistic learners	Register via Education Essex SLA Online	1.30pm – 3pm
Tues, 8th Dec	Progression Framework **STAY ONLY SCHOOLS**	SENCOs Teachers Assessment & Learning Leads	Join via Teams: https://teams.microsoft.com/meet/332082839631405?p=HB2dzJldbp2wArlAcZ	3:45pm – 4:30pm

What support does the STAY Project give schools?

Participating schools will benefit from:

3. Conferences and engagement events for professionals, parents, children and young people.

Two professional's conferences

Three parent/carer conferences

Child/Young Person's conference

At each conference

Keynote speakers

Workshops

Opportunities to share, collaborate, build relationships and learn from one another.

STAY PROJECT

Successful Transitions for All Young people

Our Professionals Conference Agenda

Chelmsford City Racecourse

Tuesday, 17th November 2026.

STAY Launch and Professionals Conference

Tuesday, 17th November 2026

Chelmsford City Racecourse, Main entrance

Morning session			
08:45 – 9:10 Arrival and Refreshments			
09:10 – 09:30	*Welcome and Introductions* – Martine Mackman & Cecely Manners *Transitions – What they mean to us* - Multi-School Council		
09:30 – 10:45	*Keynote Speaker – Aidan Severs 'Confident Transitions'* *We are pleased to welcome Aidan as our Keynote Speaker. Aidan Severs is an independent education consultant specialising in curriculum design, leadership development and teacher growth. With almost 20 years in education, including as a primary teacher and leader, he now partners with schools to improve outcomes through thoughtful pedagogy. As a SEND parent, he brings personal insight into inclusive education.*		
10:45 – 11:00am Coffee Break			
11:00 – 12:00	*Inclusive and Enabling Classrooms* – Carly Clarke and Alison Joyce		
12:00 – 12:45	*Transitions – What worked for us* – Reflections from STAY Schools		
12:45 – 13:30 Lunch and Networking			
Afternoon session			
13:30 – 14:30	**Workshop 1** Relationships & Belonging in Transition - *Catherine Hutley*	**Workshop 2** Anxiety & Transition – *SEMH Strategy Team*	**Workshop 3** Curriculum Continuity: Responding to Different Starting Points – *Aidan Severs*
14:30 – 14:40 Refreshments and Rotation			
14:40 – 15:40	**Workshop 1** Relationships & Belonging in Transition - *Catherine Hutley*	**Workshop 2** Anxiety & Transition - *SEMH Strategy Team*	**Workshop 3** Curriculum Continuity: Responding to Different Starting Points – *Aidan Severs*
15:40 – 16:00	*Close & Evaluation* – Martine Mackman and Cecely Manners		

Why should a school participate in the STAY Project?

In addition to benefiting from increased support, opportunities for collaboration and a comprehensive training offer, the STAY Project has supported schools to:

-Strengthen their understanding and confidence in supporting pupils with SEND;

-Develop stronger relationships between feeder and receiving schools.

-Build confidence among young people and their families during the transition to secondary school.

-Improve transition experiences

-Reduce autism-related suspensions by better identifying the needs of their pupils

STAY PROJECT

Successful Transitions for All Young people

How can my school take part?

The STAY Project is a free offer to support positive transition outcomes for all Essex schools.

Scan this QR code to register your interest

We will send you your training schedule and our conference agenda.

Attend our launch conference on Tuesday, 17th November 2026 at Chelmsford City Racecourse and begin your STAY journey.

Social Care Update

General update

FFPP – What this means for School Leaders

Ofsted Highlights

Q&A

Essex County Council

Families First Partnership Programme Update

Director of Local Delivery & FFP Programme Manager

October 2026

SERIOUS ABOUT SOCIAL WORK

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Ofsted Outstanding Provider

Essex County Council

Agenda

- National context
- Things we want to celebrate
- Overview of FFPP Target Operating Model
- Implementation and Timelines
- Work Plan & Priorities 2026/27/28
- Questions

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Background

The **Independent Review of Children's Social Care**, chaired by **Josh MacAlister**, was published in May 2022 as a "once in a generation" call for a radical reset of the system.

Government has set out its Plan for Change - committed to rebalancing the children's social care system through the rolling out the Families First Partnership programme.

The FFP Programme will look to implement national reforms to Family Help, multi-agency child protection and Family Group Decision Making.

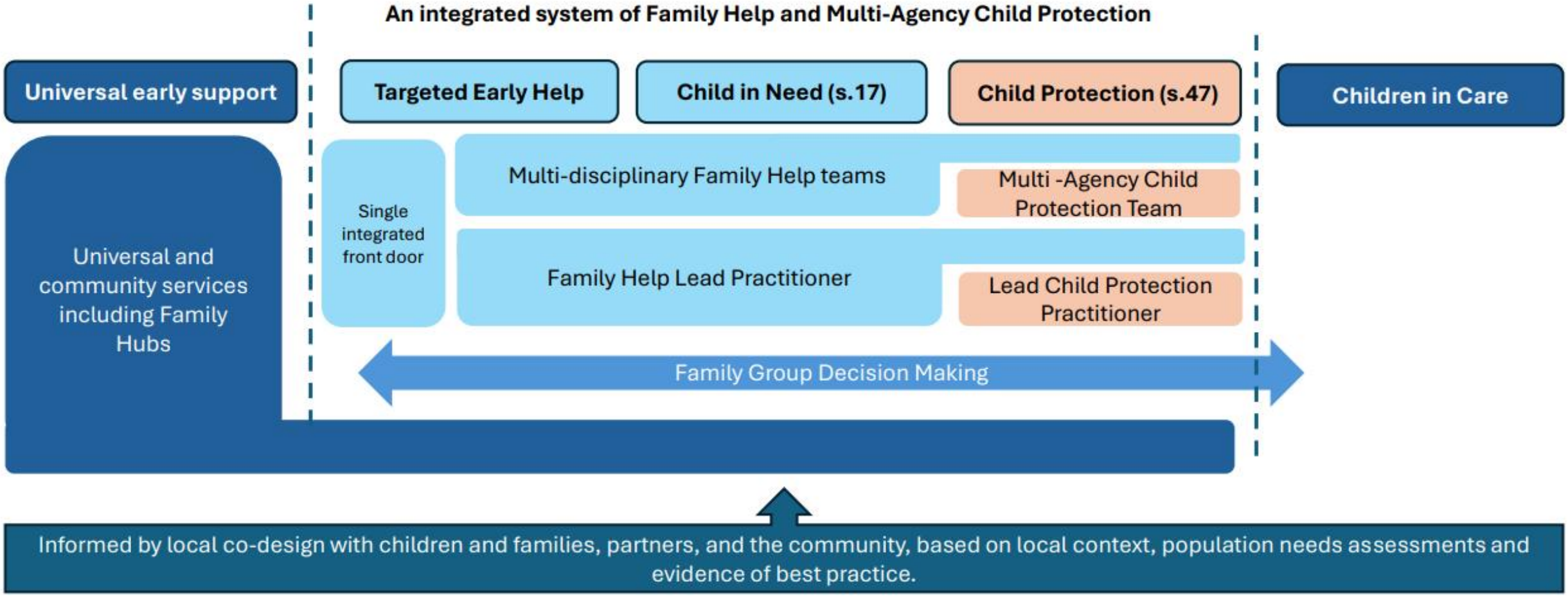
In addition to this Essex will utilise opportunities through FFPP to transform;

- Our early help system - supporting the wider system and especially schools to manage risk and deliver effective work with families
- Our Family Hub provision (linked to the Best Start in Life Programme)
- Our provision for children with disabilities and additional needs
- Our commissioned services
- Links with education – especially around attendance
- Opportunities for digital support

The Families First Partnership Programme will take a whole-system approach to rebalancing children's social care toward earlier intervention – Family Help is a key element of this ambition

Department for Education

Locally designed systems that meet the needs of the population with effective, integrated and joined up services with partners



FFPP – Delivery expectations March 2027

1) **Reform of Family Help Services:**
   a. Targeted early help and section 17 support into single offer
   b. Family Help Lead Practitioner role
   c. Community based multi-disciplinary targeted early help teams
   d. Integrated front door to services – central triage point for all referrals
   e. Single Family Help assessment and plan – unifying current arrangements for targeted early help and section 17

2) **Establishment of Multi-Agency Child Protection Teams**
   a. Led by new Lead Child Protection Practitioner role
   b. Improve parental representation in child protection

3) **Family Networks**
   a. Embed Family Group Decision Making across whole system
   b. Offer family group decision making at pre-proceedings stage

4) **Revision of Multi-Agency Safeguarding Arrangements**
   a. Establish Lead Safeguarding Partners and Delegated Safeguarding Partners
   b. Identify partnership chair in place of independent chair
   c. Establish arrangements for independent scrutiny
   d. Create stronger role for education in strategic arrangements

Progress so far

- Development of robust **governance** for the programme with strategic oversight and scrutiny provided through the Essex Safeguarding Children Board and operational direction, scrutiny and support through the FFFP Oversight Board.

- Completed **mapping of Multi Agency Safeguarding Arrangements**, presented to ESCB. Documentation used to support evidence of working arrangements.

- FFPP national and local implementation plan and priorities added to the **Effective Support for Children and Families Guidance** (Threshold Document) with full review planned for Autumn 2026 as agreed by the ESCB Executive.

- **MOU established between the 3 Greater Essex LAs and Essex ICB** on funding to support a transformation/clinical lead post to develop an operational model of delivery for Health in MACPTs and wider community early help.

- Continued positive **engagement with Education, Essex Police** and **Essex ICB** on implementation of MACPTs.



Progress so far

- **Multi agency workshops** delivered to support the development of an Integrated Front Door.

- **Business case developed** for the implementation of the Target Operating Model, setting out the proposed approach, resources and requirements for implementation.

- **Completed a controlled Family Help pilot** in one quadrant over an 8-month period to test assessments and ways of working to gain valuable insight from the service and families. Evaluation Report

- **Family Help Target Operating Model** signed off through Functional Leadership Group

- **Family Help Assessment and Plan** developed and agreed, live on the system Oct 26.

- **Family Led meetings and Family Group Conferencing protocols** signed off by FLT, policies and processes being developed, training and support for the workforce is being rolled out.



Progress so far

- **Family Help Support Packages** budget agreed and process for payment and recording is being developed.

- Agreed business case underpinned by a needs analysis, and a strong evidence base for the allocation of **£1m per year over three years for early help support services** in the community through a grants funding model.

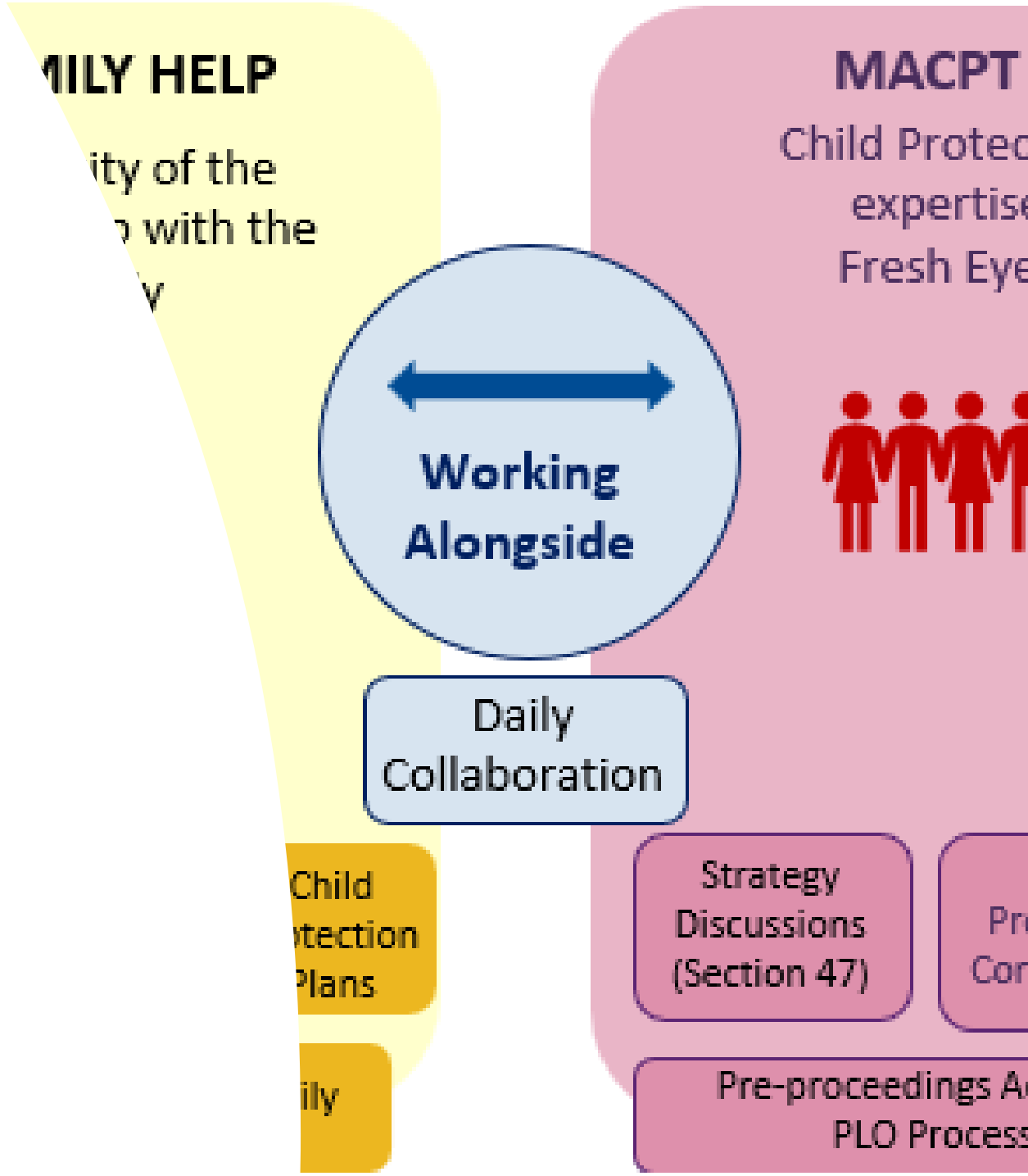
- **Families First Partnership Programme - Views of children and families** This report brings together a rich and extensive body of lived-experience evidence gathered from children, young people, parents and families across multiple strands of social care support in Essex. This is shaping the transformation of future services.

- **Involvement Strategy** sets out how Essex Children's Social Care continues to take a coherent, relational and organisation-wide approach to Involvement. It aims to ensure that children, young people, parents and carers are not only heard, but that their views are gathered meaningfully, revisited over time, and used to inform both individual work and wider service change. This will now include extended family members that will align to our kinship strategy.



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Essex FFPP
Target Operating Model
Phase 1



Development of Target Operating Model

- Significant and extensive levels of engagement across the service, families and with partners
- Various workshops in West Essex around development of Family Help model pilot
- Engagement with HR, Finance, Organisational Development, Service Design and Change colleagues
- Model has been shared at different stages with DfE and adapted in response to their feedback
- High level proposals have been shared at key stages with Safeguarding Partners and comments reflected in the design – the agreed model will be further communicated with partners across the autumn
- Full engagement with Police, Health, Education over MACPT modelling
- Final version of the model approved and signed off by FLT on 20th August 2026

FFPP in Essex: Acronyms, team and team member names

FFPP	Families First Partnership Programme
IFD	Integrated Front Door
FHS	Family Help Service
FH&S	Family Help and Support (Targeted Early Help and Children in Need)
FH&P	Family Help and Protection (currently Family Support and Protection)
FHLP	Family Help Lead Practitioner
FW	Family Worker
SW	Social Worker
FLDM	Family Led Decision Making
FHSP	Family Help Support Packages
MACPT	Multi-Agency Child Protection Teams
LCPP	Lead Child Protection Practitioner

Family Help

- Family Solutions and Assessment and Intervention to become one blended, unified team under one team manager, by quadrant – to be called Family Help & Support.

- Family Support and Protection teams remain separate – to be renamed Family Help and Protection – to work alongside FH&P teams as part of overall Family Help Service.

- Alternatively Qualified Staff will be primary case holders for Targeted Early Help work. Child in Need and Child Protection work will be allocated to Social Work qualified staff in FH&S and FH&P although Social Work qualified staff may will work with families receiving TEH. Alternatively qualified staff may be secondary workers for CIN / CP work to ensure continuity of relationships with families.

- Single Family Help assessment and plan for all Family Help – live on Mosaic from October.

- Family Led Decision Making will underpin all work across the system supported by use of Family Help Support Packages.

- Risk in the Community (RIC) Practitioners will move to sit within quadrant Family Help and Protection Teams, they will participate in MACPT investigations when risk outside the home is a factor and 'lean in' to Family Help and Support as needed.

IFD - Improving how families access support

How we can better help families access the right support at the right time in two ways:

1. Self-service (FIND)

Help families and professionals find and access the right support independently through a simple, needs-led online experience.

By March 2027, we will deliver:

- a centralised, needs-led, online entry point
- a new landing page for the Family Information Service
- redesigned content

2. Connection requests (GET)

When a family's needs don't meet the threshold for social care, help them access appropriate support through a direct connection to services rather than relying on signposting alone.

By March 2027, we will deliver:

- a Children and Families front door to actively connect families to appropriate services
- more families will access support at the right time and experience fewer barriers to access
- protect safeguarding outcomes by retaining existing triage and threshold decision-making

Multi Agency Child Protection Teams (MACPT)

- Static MACPTs by quadrants with fixed social care and education members working with health, police members in the final design of a system wide approach that is consistent across SET.

- All Section 47s across all social care to go through MACPTs and MACPTs will lead all aspects of the process.

- FHLP SWs will work alongside MACPTs to conduct Section 47s – this will either be the FHLP already involved if the family is already known or if the family is not known an appropriate FHLP will be appointed. Exactly who will be involved and how will be agreed at the Strategy meeting chaired by the MACPT TM. If originating in FH&S in most cases FH&S can conduct, overseen by the MACPT. If originating in FH&S in most cases FH&S can conduct, overseen by the MACPT.

- Child Protection Coordinators will move to sit in MACPTs as core members and LCPPs and will take part in Strategy Discussions, Strategy Meetings and as Child Protection Conference Chairs. Line management to move to quadrants.

- CPCs to act as core members of the 'Strategic MACPT' – format of which is still to be worked on, to undertake strategic oversight of child protection across the system.

Structure changes for FFPP – subject to outcome of consultation

DLD North

Integrated Front Door & C&F Hub

- Service Manager
- Team Managers
- Senior Practitioners
- Social Workers
- C & F Advisors
- Lead for Pre Birth – 19
- DA Lead Practitioner
- New roles may be required

Director of Local Delivery

Family Help Service

Family Help & Support

- Service Manager
- FHLP Team Manager
- FHLP Senior Practitioners
- FHLP Practice Supervisors
- FHLP Social Workers
- FHLP Family Workers
- DBit

Family Help & Protection

- Family Centre Manager
- FHLP Team Manager
- MDT Manager
- FHLP Social Workers
- FHLP Senior Practitioners
- RIC Practitioners

Multi Agency Child Protection Teams

- Service Manager
- LCPP Team Manager
- LCPP CP Coordinators
- LCPP Senior Practitioners
- LCPP Essex Police TBC
- LCPP Health TBC
- LCPP Education TBC



Family First Partnership Programme Targeted Operating Model

A system designed to work together to safeguard and protect children and young people by working with families to provide the appropriate support at the earliest possible stage

ECC FFPP Target Operating Model Proposal

Integrated Front Door

Universal and Level 2 information gathered and triaged

C&F Hub

Request for Support received and triaged

Service Manager

Family Help & Support

Early Help / Targeted Help | Children in Need S17 | Ongoing support planning and review | Retain the primary relationship with the family. **Family Help Lead Practitioners (FHLP)**

Family Help & Protection

Ongoing support planning and review | Retain the primary relationship with the family. Complex CiN and CP **Family Help Lead Practitioners (FHLP)**

Service Manager

MACPT

Static MACPT Team | Significant child protection expertise and decision making | Strategy Discussions (Section 47), Child Protection Plans, Pre-proceedings advice | Support, consult, challenge, assure | Provide advice and guidance on CP | Allocate FHLPs where appropriate for least interventionist approach. **Lead Child Protection Practitioners (LCPPs)**

Service Manager

TEAM MODEL: WORKING AS ONE

FAMILY HELP

Continuity of the relationship with the family

Working Alongside

Daily Collaboration

MACPT

Child Protection expertise
Fresh Eyes

Early Help / Targeted Help | Children in Need (S17) | Child Protection Plans

Ongoing support and Family Plans

Strategy Discussions (Section 47) | Child Protection Conferences

Pre-proceedings Advice & PLO Process

Shared Enablers – One Team

Team Leader | | one team meeting | admin & support | **Family Led Decision Making** | Network Support Packages | performance metrics | learning & development | shared supervision | joint data and analytics and demand planning

CLEAR ROLES & RESPONSIBILITIES

FHLPs

Targeted help & support that meets family need

- Understand family need
- Assess needs and risk through Family Assessment
- Create and deliver Family Help plans/CIN/CP plans
- Co-ordinate support with community partners
- Review and step up where appropriate
- Remains family relationship holder throughout

LCPPs

Provide expertise, support and leadership in child protection decision making

- All child protection decision-making
- Convening and chairing strategy discussions
- Overseeing the development, delivery, review and closure of child protection plans and
- *Making decisions about moving into pre-proceedings and the Public Law Outline (PLO) process*

DECISION RIGHTS & THRESHOLDS

Does the family need targeted support but not statutory intervention?	Can needs be safely managed without escalation?	Has risk escalated (step up to MACPT?
Does this meet CP threshold and require an investigation?	Does the case proceed to CP Conference	Does the case require a CP Plan or be stepped down to CiN or TEH

HOW IT WORKS IN PRACTICE

1. Request for Support/Contact
C & F Hub information gathered and triaged

2a Allocation to FHLP
FHLP (Duty Senior) review contact, **allocate a FHLP (FSW/SW)** and/or refer to MACPT for Strategy discussion if required

2b Existing case in the system refer to MACPT for Strategy discussion if required

3. Joint Decision Making
Case reviewed by LCPP (TM/CPC/Partners) with **decision to go to a Strategy** meeting agreed.

4. Strategy Discussion undertaken
LCPP (TM) or (CPC) chairs Strategy discussion (further meetings may be required) **Decision to proceed to Joint or single s47 investigation** supported by MACPT partners. Tasks allocated within Strat to FHLP

5. Investigation complete
Allocated FHLP **undertakes s47 investigation as agreed within the Strategy Discussion,** overseen by LCPP either single or joint with the police **Decision to proceed to CPC** made by MACPT LCPP (TM) or (CPC)

6. Child Protection Conference
LCPP (CPC) **chair Conference** and works with family and system partners to formulate a plan

7. Next steps
LCPP (TM/ CPC) and partners) **makes decision on whether to**;
1. Proceed with to a Child Protection Plan and transfer to Family Help & Protection with FHLP providing secondary support
2. Continue to work at CiN or TEH with the existing FHLP as case holder.
3. NFA

Continuous information sharing, joint planning and case discussion

Continue culture of a strength-based approach to supporting families

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Work plan and priorities to 2028



2026/27/28 Priorities

Oct - Dec

- Mosaic Go Live for Family Assessment and Family Plan
- Family Assessment consistently used across Family Help
- Training and on-going development needs addressed
- Mosaic System changes to reflect new team structure and permissions
- Effective Support Document re-written to reflect FFPP.
- Policies and procedures updated to reflect FFPP
- MACPT arrangements confirmed and agreed with Health, Education and Police.
- Partnership training and awareness sessions established for IFD.

Jan 27 – Mar 27

- IFD changes considered and implemented.
- Transition from Family Solutions & A & I Teams to new Family Help & Support Teams
- MACPTs established across the footprint .
- Continued training and development of workforce.
- Policies updated and signed off by FLT.
- Continued Mosaic System changes to reflect LADO workflows, data migration and configuration, and integration of Child Protection workflows into FFP.

April 27 – Mar 28

- Family Help & Support Teams established in each quadrant.
- Look at FFPP alignment.
- Develop opportunities to enhance the model to reflect local geographical needs.
- Align programme with Best Start and Inclusion strategy.
- Work in geographies on the establishment of Neighbourhood Health & Care footprints.
- Review opportunities to maximise the role of Family Hubs that support early help in the community.
- From March 2027 new Targeted Early Help Teams will be built within CYPWD to create a specialist early help and support structure (mirrored on the FH&S model in Family Help).

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Questions



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Headteacher Support