

Early help

a strategy for supporting families
in Camden 2013 –2017





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Camden’s ambition for children and young people

We want to support every Camden child to achieve their full potential. Many Camden children achieve well, and we want to ‘narrow the gap’ by improving the outcomes of those who achieve less well.

We do this by agreeing a single vision and a common approach to family support and early help with our partners in the Camden Children’s Trust Partnership:

- Understanding those families where children may be at risk of not reaching their full potential and sharing concerns (early identification)
- Building a relationship with families as early as possible, and working with them to create a family environment that provides children with the best life chances and prevent problems from arising or escalating (early help).
- Reducing the number of families requiring support from specialist services, for example improving support for children on the ‘edge of care’.

We see early help as an approach to supporting families whenever they are in need; this applies to children and young people up to the age of 19 years-old, and in some cases up to 25 years-old.

This ambition is set out in the Camden Plan and ‘Change for children’, which sets out how we will deliver the Camden Plan for children and families on page 13



Our early help strategy: the five guiding principles

1. A strong universal offer

- We want all children to get the best start in life. Our universal services start by supporting all Camden families from before the birth of the child.

2. Clear pathways to support

- We want all families to have easy access to support when it's needed. We will clearly explain the support available and make it easy for families to contact services and professionals themselves. We aim to deliver consistent, joined up support across the age range, focusing on times of vulnerability such as the primary to secondary school transition.

3. Joining-up how we work

- We want all families to experience an integrated approach to assessment, planning and support. Using a single process across Camden's partnership will reduce the danger of duplicating effort and avoid conflicting targets.

4. Supporting the whole family

- We want to provide support that responds to the needs of the whole family. Support will recognise the strengths of families and work alongside them to build resilience. Families will be engaged at every stage and their experiences will help shape and improve our services.

5. Measuring the difference we make

- We want families to receive support that meets their needs and makes a difference. We will measure the impact of our services across the partnership to check that what we do is effective and a good use of resources

Agencies across the partnership will be responsible for delivering different elements of this offer, according to their role. An action plan will be created to set out how we will deliver the early help pledge. Our 'early help pledge' is set out on page [14].

Why invest in early help?

Recent influential studies and reports¹ show that providing early and effective support to families can prevent complex problems emerging.

Key messages include:

- Investing in early help reduces dependency on the system and demand on specialist, high cost services.
- Services provided during pregnancy and when children are young (under 5) have greater impact on outcomes.
- Successful early help programmes are delivered locally. They target vulnerable families within their communities and take a whole-family approach. The work builds on family strengths, and involves families in goal-setting.
- Local partnerships - between health, schools, the council, the police, probation services, the voluntary sector and others - should have a common approach to early help. This means agreeing what they are trying to achieve and how, so that services can be planned, paid for and delivered effectively.
- Working with families at all levels of need helps them to get effective support before any problems escalate. Close monitoring of individual children's progress by universal services can identify needs early on.

We add to this the financial context:

- The current financial constraints and welfare changes make it even more important that we use our resources effectively, to improve the life chances for those children who are at the most disadvantage.

¹ Early Intervention: the next steps and Early Intervention: Smart Investment, Massive Savings (Graham Allen MP (2011), Foundation Years: Independent Review on Poverty (Frank Field MP, Dec 2010), Munro Review of Child Protection, Final Report (Professor Eileen Munro, 2011), The Early Years: Foundations for life, health and learning (Dame Clare Tickell, 2010), Fair Society, Healthy Lives (Sir Michael Marmot, 2010)

Learning from families with complex needs:

Key indicators of poor outcomes

The rigorous measurement of attainment and progress in schools gives us an insight into the impact of low attainment on the life chances of children. For example:

- Those young people who performed below average at key stage 2, were more likely not to be in education, employment or training (NEET) at 16 years of age (or over). These children are also likely to have been identified as under-achieving at Key Stage 1 or earlier. (Camden Partnership for Education Excellence)

Analysis of the work with complex families has revealed a key trio of social needs:

- More than 95% of young people involved in violent offending had witnessed **domestic violence** as young children.
- Over a third of families who require social work support are affected by **parental alcohol and substance misuse**.
- Camden has one of the highest levels of **mental health problems** in London. Children cared for by a parent with a mental health problem have a higher likelihood of developing additional needs themselves. Effective early identification and support for young people with mental health needs is a priority.

Rethinking our processes to provide an earlier response

In Camden, we have traditionally thought of services as operating within distinct levels of need: universal (“U”), targeted (“level 1” or “level 2”), or specialist (“level 3”).

In order to receive support, a threshold of need has to be reached. So these levels can present a barrier to families receiving more flexible support across a range of need. Once a threshold is crossed, families can become surrounded by a confusing variety of professionals and services.

The ‘early help’ approach recognises that it is more effective to work with the family before the threshold is reached, to prevent the escalation of need.

So within this strategy we’ve adopted the concept of a ‘continuum of need’ [see diagram in Appendix 4] and our work with partners is embedding this more flexible approach across the partnership

Understanding what is working well

The early help strategy is building upon a wealth of existing good practice.

These practices give us an evidence base for the principles that underpin our strategy and we’ve included examples by way of illustration. The challenge is to apply them consistently across the whole partnership. Our work with complex families is an example of innovation and our commitment to develop new models of support.

Our early help strategy – five principles

1. A strong universal offer:

High quality provision that every family can access

The strength of the existing universal services in Camden offers a solid foundation on which to develop our early help strategy. Where children and families have emerging additional needs, many universal services are able to offer more targeted support.

A vital part of this offer for young children and families (pre-birth to five) is delivered by the integrated early years' service from children's centres.

Our universal offer also includes:

- Access to local health services (midwifery, health visiting, GP, school nurse)
- Early years foundation stage: including early education / childcare / drop-ins / nurseries
- Primary and secondary schools
- Youth and after school play provision
- Parenting programmes
- Family information service

Early identification through close monitoring

We know that positive learning experiences in early childhood can help to build resilience and prevent needs becoming more complex. Recent work in Camden has established that those young people who performed below average at key stage 2, were more likely not to be in education, employment or training (NEET) at 16 years of age (or over).

We will continue to track the progress of children through the Early Years Foundation Stage (EYFS) and other key stages, to identify the children who are not making expected levels of progress. These are children who might benefit from extra support. Enhancing the role of midwives and health visitors who work with families at the earliest stages in a child's life is crucial to identifying and addressing needs at the earliest opportunity.

Developing the capacity of professionals

Professionals working within universal services such as midwives, early years practitioners, teachers, health visitors, and youth workers, play a key role in identifying those children and their families who have developed additional needs. These families may require support above that which can be delivered from the universal provider.

A priority is to develop the capability of professionals working within universal services to identify additional needs and risk at an early stage. Building on the existing integrated working programme, we will promote the use of predictive indicators of vulnerability and need, delivering preventative support to families as early as possible.

By taking a consistent approach to identifying emerging needs across the partnership, we will maximise the impact achieved by preventative support offered from within universal services and ensure value for money.

Prevention in Camden primary schools

Most schools in Camden use pupil progress meetings to regularly track attainment. One primary school - where progress across the whole school is significantly better than that seen nationally - has adopted a rigorous approach to providing individual and group support. This is based on a precise evaluation of each child's learning and developmental needs.

A map of the existing provision available to the child is used to identify what further resources may be needed. Where necessary, additional trained adults are brought in to ensure that children achieve their learning targets.

This school has also adopted the 'Achievement for All' approach and holds 'structured conversations' with parents. Through this approach, the school identified that many parents needed support to increase their understanding of the primary mathematics curriculum. 'Ocean Mathematics' was introduced into a number of classes and this helped to improve parents' confidence and ability to support their child's mathematics learning at home.

Building resilience in Camden primary schools : Learning power, resilience & skills for life

'Skills for life' is one of a number of holistic approaches to learning that have been adopted by some Camden primary schools. It supports children with attainment, attendance or behavioural issues. The approach is influenced by research which shows the effectiveness of praise, questioning & feedback. Skills for life targets the development of 'learning characteristics' in children; for example, resilience, resourcefulness, reflectiveness & reciprocity.

Two Camden primary schools use a model to support children and their parents based on a problem solving approach.

Rather than speaking to children about 'problems' the focus is on developing skills to avoid difficulties in the future. Mentors support children across the year groups, and every member of staff meets with a child to provide one to one support. The children are given the opportunity to practice skills through role play, games & activities to enable them to make the most of the learning opportunities.

Another school has identified underachievement of a particular cohort - white British children on free school meals – and engaged with their parents.

Parents are encouraged to focus on their children's strengths and participate in their learning. They are encouraged to help their child to develop positive learning habits, and to hold aspirational expectations of their children.

The early indications are that these approaches can have a dramatic impact on attainment, attendance and behaviour, leading to a more productive engagement with parents.

2. Clear pathways to support

Building on the success of integrated services for 0-5 years

Camden has a wealth of support services available to families identified with additional needs. These are provided by the council, health providers, the police, and the voluntary and community sector. Support is available from within local universal settings – such as schools, children’s centres and community centres – as well as more specialist settings.

Currently children’s centres offer speech and language support, health visiting, housing advice, welfare advice and family support services. CAMHS are an integral part of the children’s centre offer. This is a joined up offer of support to families with children under 5, shaped according to their need, and delivered from a local access point.

Building on this success we will explore ways of delivering a local model of integrated support across the age range and recognise the need for a particular focus on the transition from primary to secondary school.

Avoiding a ‘crowd’ around the family

The learning from recent reviews suggests there can be too many professionals involved directly in supporting a family, particularly if they have complex needs.

Families sometimes experience being ‘moved between services’ as further assessments are carried out and they meet the criteria for different types of support. This can lead to the family embarking on a complex journey between services, with delays before the right support is offered. This experience can detract from the value of the support being offered.

We want to enhance the capacity of local early help services to support families with more complex needs. The aim is to reduce the number of families requiring more intense, specialist support, as this reduces the confidence of families in their own abilities and can lead to greater dependency. Reducing the demand for specialist services should free up resources to invest in early help.

Working flexibly across a range of needs and offering early help

By moving away from a traditional approach based on ‘thresholds,’ we aim to reduce the pattern of families being referred on to other agencies. Instead the aim is to draw on specialist expertise to meet family needs at an earlier stage ‘below’ the threshold.

- Working flexibly across a range of needs can enable more consistent support and more continuous relationships between families and the people supporting them.
- Delivering early help support at a local community level will improve access for more vulnerable families.
- Delivering early help alongside universal services, rather than via referrals to statutory services, can help families feel less stigmatised or ‘different’. Only the families that really require specialist support (for example where risks to a child have been identified) will be referred on to a specialist service.

Sharing information effectively

We recognise the value of sharing information effectively across the partnership to understand the needs of the family and identify the most appropriate support. We will ensure that we engage families in talking about the reasons for sharing information and seek their consent at the earliest possible opportunity.

We will improve the information and guidance provided to professionals who identify additional needs. Services from across the partnership are now able to contact a single, central point of contact to discuss referrals and provide information about early help.

Camden's Multi-Agency Safeguarding Hub (MASH)

In December 2012 police officers from the public protection desk, a health visitor, probation officer, family workers and a social work manager came together in a co-located team or Multi-Agency Safeguarding Hub (MASH).

With access to databases across different agencies and services, this team can share relevant information to inform decision making relating to risk for children and young people.

The MASH supports effective information sharing to assess need and identify risks:

- Safeguarding referrals quickly reach our social work services,
- Families who are not a safeguarding risk can receive appropriate early help support
- We quickly build up a fuller picture of any child or young person of concern, and their family

Camden's MASH aims to simplify the pathways to early help by providing a more consistent approach. It links families to the right support, and where possible, diverts referrals away from statutory services.

Integrated family support delivered locally from early years settings

There are 5 children's centre localities in Camden with integrated multi-agency teams providing services across locality areas. The centres offer local access to a range of universal and targeted support to families with children under the age of five.

The universal services include child care, family learning, a range of healthy eating programmes (including antenatal), Camden Baby Feeding Team (peer support service), drop-ins (stay & play), midwifery (links to Royal Free hospital & UCLH), health visiting.

The Early Years Foundation stage is delivered through the child care and drop-in services. This focuses support on all areas of learning and is key to helping families access additional services where needed.

For children with additional needs, the multi-agency teams consist of family support workers, child and adolescent mental health practitioners, speech and language therapists, employability and welfare rights workers, housing workers, midwives and health visitors. Any parent with a child under 5 years old can register with the service or be referred by another agency.

Family support workers offer a flexible service tailored to meet individual needs, and support parents to be independent and confident in their parenting. All family support workers are trained in the Solihull approach ensuring consistency. The Early Years Intervention Team supports the service to identify and respond to children with learning and developmental needs across early years' provision.

3 Joining up how we work

When families have additional needs that require support from more than one agency, we will join up how we work so that support is effectively co-ordinated, delivered at the right time, and achieves impact.

The Children and Families Bill (2013) requires partner agencies to have a single assessment and plan in its 'Education, Health and Care plan' proposal. Our single assessment process will consider the needs of the whole family and will ensure that professionals are working together, alongside the family. There will be one assessment process, one plan and one common approach to measuring outcomes for the whole family.

Building on what works well

Within the partnership there are already good examples of an integrated approach to assessment and planning. The existing approach of 'lead professional' and 'team around the child' enable services to co-ordinate their support to families when there is more than one agency involved. We want to explore how we can develop and enhance this model to offer even better support to families; more joined up, less duplication and more effective at improving outcomes. A key challenge is to involve adult services as part of a new approach across the partnership.

Our e-CAF (computer-based Common Assessment Framework) is the tool used currently across the partnership to support integrated working. We will develop a system to support a single assessment process and help us reach a shared understanding of family need. Better integration gives professionals an opportunity to better understand and anticipate family issues, so that support can be targeted more effectively.

It should offer

- a summary view of the family journey;
- insight into the emergence of need; the assessments and support offered; and
- a measurement of the outcomes to demonstrate impact.

Integrated Service for Disabled Children (MOSAIC)

MOSAIC is an integrated service providing a single point of access to a range of professionals providing services in the community. These include: Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Special Health Visitor, Child and Adolescent Mental Health Services (Psychiatry, Psychology, Psychotherapy, Family Therapy, learning disability nurse), social care, family support, and short breaks and family outreach.

The integrated service enables cross disciplinary collaboration resulting in a holistic assessment of the disabled child's needs and those of the family (social emotional, environmental, medical needs also housing and equipment needs).

The assessment process is coordinated across the disciplines involved, establishing a shared diagnosis and needs assessment, reducing the number of repetitive assessments. The family is invited to participate in this process and contribute their views.

A family support plan based on the Early Support model is then developed with the family specifying the support they can expect to receive. The plan is reviewed throughout the child's development with parents & key professionals.

A key worker assists the family to manage appointments and reducing the number of professionals directly involved.

4 Supporting the whole family

The relationship between families and those offering help is fundamental to delivering effective support. In early help services, the families engage on a voluntary basis, so the engagement needs to be flexible and respond to the needs of the family. It follows that early help services should be designed and delivered with the active participation of the families from across the communities we aim to reach.

A common ethos shapes the way the partnership supports families:

- promoting a **strength-based approach**;
- recognising family **goals and priorities**;
- ensuring that families are **active participants** in shaping services;
- focusing on helping families to **build resilience and problem-solving capacity**, as this should reduce their reliance on services over time.

The support offered to families will be based on a model of co-production, with family goals as a key measure of impact, together with measures based on research. There are key needs which services must support families to address: those affected by **domestic violence, substance misuse and mental health problems**.

- In Camden evidence shows that a high proportion of young people involved in violent offending had witnessed **domestic violence** as young children.
- Over a third of families who require social work support are affected by **parental alcohol and substance misuse**.
- Camden has one of the highest levels of **mental health problems** in London. Research shows that children cared for by a parent with a mental health problem have a higher likelihood of developing additional needs themselves. It is important to identify and support young people with emerging mental health needs as early as possible.

The aim is to enhance the skills of the professionals providing early help so they can support families with a range of complex needs without transferring their care to a specialist service. They will need access to training and support to effectively deliver a range of evidence-based support.

By collaborating across the network we aim to reduce the number of professionals working directly with the family. Those involved in providing direct support will be able to draw on specialist expertise and ensure the family receives consistent support.

The Family Service: a Family Partnership Model approach:

The Family Service offers a range of community based services and parenting programmes for families across a wide range of need. It adopts a ‘no wrong door’ approach, making it easy for families to approach the service. It combines universal services for the whole community alongside targeted work with those families and children identified as being in crisis.

All staff and supervisors are trained in the Family Partnership Model (Davis, Day & Bidmead, 2002). This model sets out a systematic helping process with core “helper” skills and qualities.

- The helper establishes meaningful, well-defined relationships with the family, helping the family to understand and manage its own issues.
- Families discuss and agree their own goals.
- Helpers provide challenge as well as support, to ensure that the changes being made by the family are sustainable.

The work is intense and creative in approach. It involves the whole family, as well as the whole community. This approach has enabled the team to have notable successes in working with families at an early stage, as well as families whose needs are more complex and longstanding.



The aim is to enhance the skills of the professionals providing early help so they can support families with a range of complex needs without transferring their care to a specialist service.

5. Measuring the difference we make

The outcome of the early help strategy should be a narrowing of the gap in attainment, and a reduction in demand on specialist statutory services - alongside other key indicators of inequality. The effectiveness of the strategy will be evaluated against measures that indicate progress is being made in these areas.

- We will use this information to learn what works, and to monitor whether we are realising the ambitions of this strategy.
- Learning from this data will ensure we drive on-going improvements in effectiveness across the partnership.
- We will develop a shared quality assurance framework to evaluate effectiveness and impact across early help services.

Using data effectively to identify needs early

We know from research that experiencing trauma and unmet needs during early life can have long-standing effects on brain development. There is scope to use data more effectively in order to improve the identification of children and families with additional needs:

- Using attainment data more effectively to identify vulnerable children who are not making progress, particularly during early years foundation stage (EYFS) and primary stages.
- Using information from health and safeguarding services to better understand predictive indicators of vulnerability.

From this, we will develop a set of predictive indicators to support professionals to identify vulnerable families.

Reinvesting in early help

A shared system of recording will gather information to evaluate the contribution services make to improving outcomes. This will measure the effectiveness of early help support in meeting need earlier and reducing demand on specialist services. We will use this data to understand how to use public resources most effectively in a climate of austerity.

This strategy will shape a set of shared commissioning principles to be used across the partnership.

Services will be commissioned to support the overall ethos of the early help system. Newly commissioned services will have to demonstrate impact for individual families in line with the shared outcomes in the strategy.

Appendix 1

Early help within the ethos of the Camden Plan

The **Camden Plan** provides the strategic direction for the Council in 2012-17.

It makes a strong commitment to reduce inequality and develop new and effective ways to work together, across services.

You can see the plan on the website here **Camden.gov.uk/camdenplan**

Change for children

'Change for children' sets out how we will deliver the Camden Plan by:

- More effective working with 'complex' families - those who are involved with lots of different professionals - so that they are more capable of managing independently.
- A long-term goal to eliminate child poverty, as children from poor families are currently disadvantaged.
- Making sure children and young people have a healthy weight and healthy attitude to food and exercise
- Improving the outcomes for vulnerable children and young people: looked-after children (LAC), those with special educational needs and / or a disability (SEND), those with complex needs and children in need of protection
- Providing excellent employment and training opportunities for children and young people. Reducing the number not in education, training and employment (NEET).

Appendix 2

Our early help pledge

- implementing this strategy

- We will ensure that the **early help offer** is clearly communicated to families in Camden, ensuring there are easily accessible services, delivered locally across the age-range for families and individual children
- We will work to **improve and simplify the pathways to access support** for children with additional needs. We will develop a clearer pathway to enable families to access early help services more quickly. We will improve information sharing across the partnership and be more proactive in seeking consent.
- We will develop a cross-partnership **integrated assessment model**, with a single plan, and an agreed set of outcome measures. We will deliver early help services locally across the age range 0 to 19 years, and up to 25 years where appropriate.
- We will develop a **simple shared recording system** to support an integrated model of assessment, planning and outcomes measurement
- Across the partnership we will draw on practice aligned to the **common ethos of family support**, and **develop a menu of models** to be promoted for wider use, supporting innovative practice. We will reduce the number of professionals working directly with families and aim to support more families below specialist services.
- A shared approach to **workforce development** within early help services will be agreed across the partnership. This will include enhancing skills to identify need early using predictive indicators, supporting practitioners to deliver new models of support, and contribution to the integrated assessment model.
- This strategy will form the basis of a new set of **commissioning principles** to shape the approach to service delivery. These principles will skew decision making in favour of early help, based on a commitment to provide support early and prevent reliance on more specialist services.
- **A common framework for measuring outcomes** across the range of needs will be developed. Services will be required to demonstrate their contribution to improving outcomes.
- Across the partnership we will compile a **baseline needs assessment** against which we can measure the impact of this strategy. The aim is to drive continuous improvement and promote the use of **predictive indicators**.
- **A shared quality assurance framework** will be applied across the system of early help. This will ensure services are delivered according to the principles set out in the strategy. A feedback loop will be established to support learning and continuous improvement.

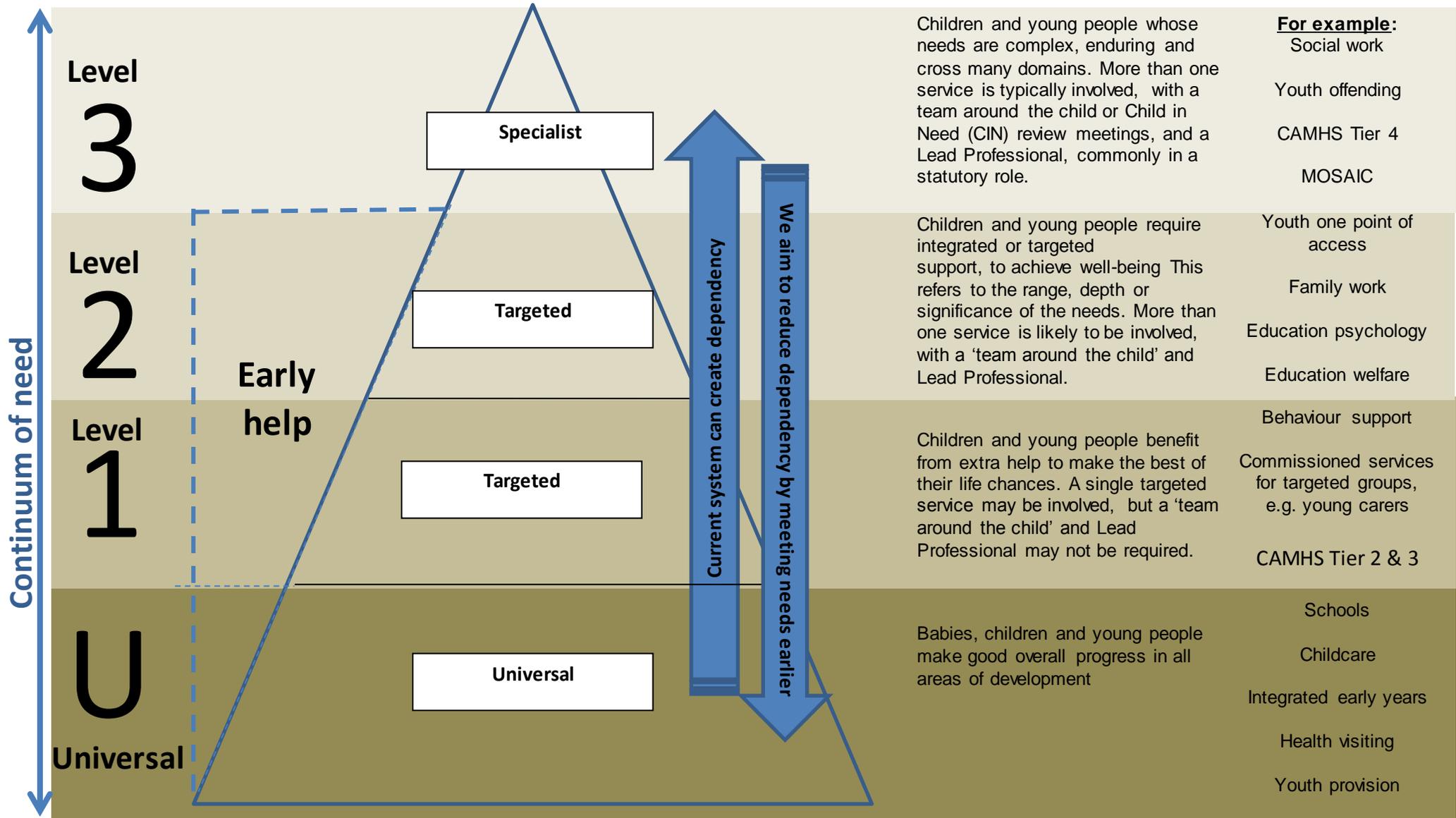
Appendix 3

Camden Children's Trust Partnership

Membership:

- Director of Children, Schools and Families, , LB Camden
- Lead Member for Children (chair)
- Chair, NHS North Central London
- Chief Executive, NHS North Central London
- Deputy Director public health, NHS North Central London
- Children's lead, clinical commissioning group
- Secondary head teacher representative
- Primary and special schools head teacher representative
- Chair of Joint Chairs of Governors
- Chair of Camden Safeguarding Children Board
- Borough Commander, Metropolitan Police
- Chief Executive, Central London Connexions
- Two voluntary sector representatives
- GP representative
- Job Centre Plus
- College representative
- Housing and adult social care strategic representative
- Culture and environment strategic representative

Appendix 4 Continuum of need and access to services



Appendix 5

Outcome measures framework, and costs across the system of family support services.

A key aim within this strategy is to develop a common framework for measuring the impact that services have on improving outcomes for children and their families. This will involve a combination of statistical data and service user feedback.

Across the children's trust partnership, there are existing examples of services which already have a framework for measuring outcomes in place. This approach can provide a more nuanced understanding of the impact of the service from a range of different perspectives.

- **Practitioner-scored ratings**
(based on statistical measures and using evidence-based tools),
- **Customer-scored goal-based measures**
(focussing on whether the service helped the family meet self-defined goals) and
- **Customer satisfaction** or experience of service feedback.

Each service measures different aspects of value and then combines these measures to understand the success and impact of the service on individual families.

This approach helps us to understand family progress against outcomes, how well the service was able to respond to the families' priorities, and also what the family experience was. Further work will help us build on the existing models and develop a framework that is flexible enough to be applied across all areas of early help services.

A cost analysis: an initial review of local authority spending on services to children and their families.

Understanding what we spend on services delivered to families at each level of need is crucial in considering cost-effectiveness.

An aim of this strategy is to make the case for shifting investment to earlier support for families.

The theory is that services provided 'upstream' (when need is identified earlier) cost less and have more impact than those delivered 'downstream' (when needs are more complex).

Through investing more in 'upstream services' the demand on 'downstream' services should be reduced. This should have the medium-term effect of altering the balance of resources in the favour of early help.

Early help – a strategy for supporting families in Camden 2013-17

A high level analysis of planned spend by the Children’s Schools and Families (CSF) division has been carried out. This is an estimate only but gives an indication of the balance between categories.

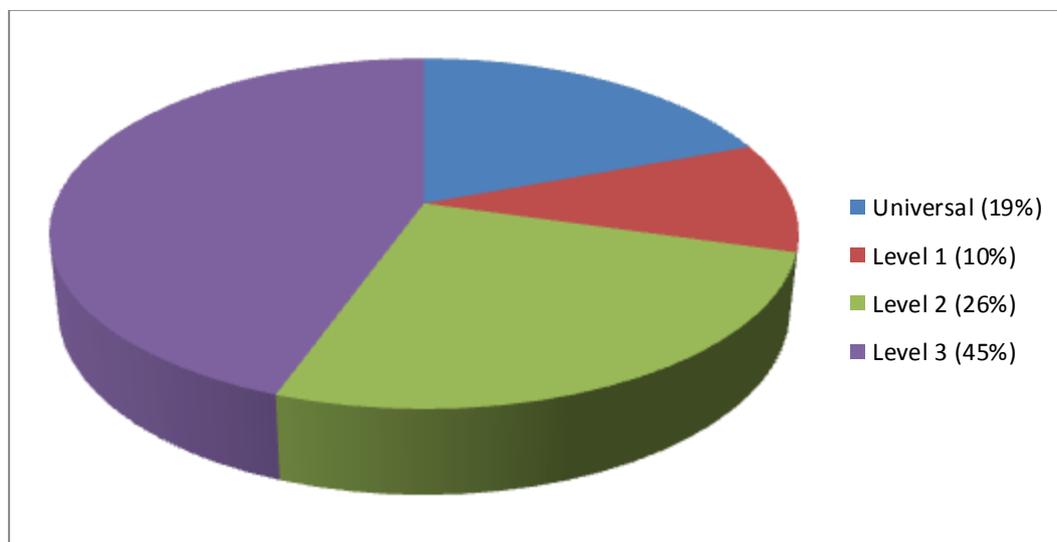


Figure 1: Pie Chart showing the estimated balance of planned 2013/14 Children’s Services budgets between categories (excluding Schools)

For this purpose only the ‘controllable’ Children’s Services budgets in CSF are presented, these are budgets that are approved by the local authority and have a more direct impact on the experiences of children and young people in the borough. This means a number of areas such as schools, back office support and property spend have been excluded. The total value of the Children’s Services budgets shown in the chart above is £83m, however, focus at this stage is on the proportions rather than the amounts.

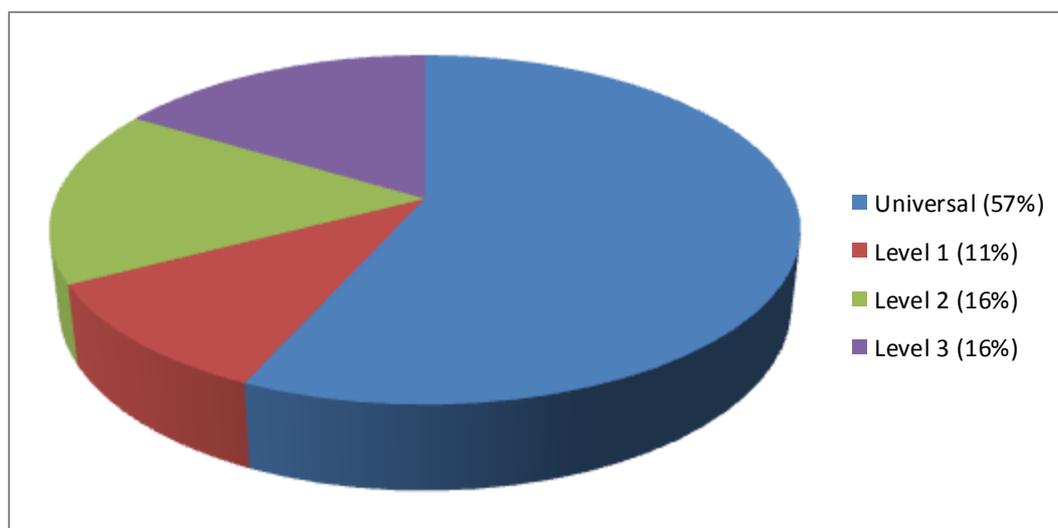


Figure 2: Pie Chart showing the estimated balance of planned 2013/14 Children’s Services budgets between categories (including Schools)

Early help – a strategy for supporting families in Camden 2013-17

In figure 2 the schools budgets have been included, the presumption is that the bulk of this spend falls under the universal category, with Higher Needs funding being split equally across levels 1 and 2. This brings the total to £227m.

This initial analysis provides a 'baseline' view of spend according to need. In figure 1 45% of the budget (excluding schools) is spent on level 3 services, with 36% spent on services at level 1 and 2.

Further analysis of costs across the partnership would be useful in providing a wider perspective. Comparing costs and numbers of children and families provided with support at different levels of need may assist with developing a model of 'unit costs'.

Considering costs of services at different levels of need alongside outcomes measures and impact of services may be useful in understanding value for money across the system and making the case for further investment in early help services.