

# Adaptive school attendance teams: Changing models of service delivery in England

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**naswe**  
*“for every child a chance”*

# The current Education Welfare Service and School Attendance Team landscape

Unprecedented change over the last ten years has reshaped the service .....

- ▶ Driven by decentralisation of Government
- ▶ Driven by financial constraint -curbing Government spending - especially on welfare
- ▶ Driven by devolution of power away from Local Authorities
- ▶ Driven by a policy of school independence away from local/national control - a breakup of the maintained Education Service



# Impact on service delivery

## Local Authority Attendance Teams

Focus on core  
statutory functions

Dual offer -  
development of a  
traded arm /buy  
back service

Role realignment -  
defining and  
redefining the role  
to carry out  
Government policy

Fragmentation

Inconsistency

# Challenges for LA Education Welfare Services



Holding a shared vision  
Embracing change



Developing a team ethos and culture



Owning strengths and weaknesses

# Impact on service delivery - plugging the gaps



- ▶ Opportunity for new style emerging School Attendance teams
- ▶ Private providers with a wider service offer
- ▶ Non statutory functions

# Impact on service delivery

## School Models

Historically schools had been dependent on the Education Welfare Service school attendance teams to manage all aspects of attendance

This had led to a distancing and lack of ownership in many cases especially where entrenched attendance problems presented

Scaling down of Local Authority provision shifted this

Responsibility handed back and internal provision began to evolve

# Impact on service delivery

## School Models



Schools employing their own Attendance Teams in-house



Schools forming alliances and clusters to fund and share Attendance Teams



Multi Academy Trusts developing national Attendance Teams



Schools buying in private Education Welfare /School Attendance Teams on a consultancy basis



# Who's in the Attendance Team ?

- ▶ Education Welfare 'Officer'
- ▶ Pastoral Managers /Inclusion Managers/Intervention Managers
- ▶ Family Link Worker/Home School Link Worker
- ▶ Attendance Administrators
- ▶ Current Government funded pilot programme ...
- ▶ Team around the School -includes Social Workers/Health Professionals including Mental Health professionals /Education Welfare Officers /Early Help Prevention worker - team based at the school site
- ▶ Evaluation later this year

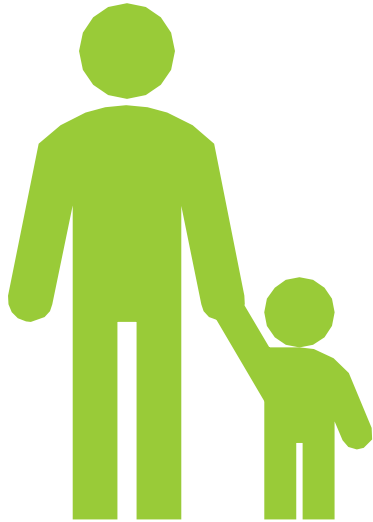


# Impact on children and families



- ▶ Thresholds for obtaining a Local Authority services have increased
- ▶ Resources are more scarce -services are not there
- ▶ Families and children 'falling through the net'
- ▶ Voluntary agencies filling the gap too
- ▶ Less Local authority involvement /accountability has led to illegal practice by some schools with vulnerable children being 'off-rolled' and left with no education provision

# Impact on children and families



- ▶ Private providers offering 'old model' of Education Welfare with preventative support for families and children -but no regulation
- ▶ Students benefit from earlier intervention by school staff who are known to them avoiding crisis management
- ▶ Families /Parents have access to all types of support through Family Link worker without lengthy referral and waiting procedures
- ▶ Team around the School -early indicators are positive

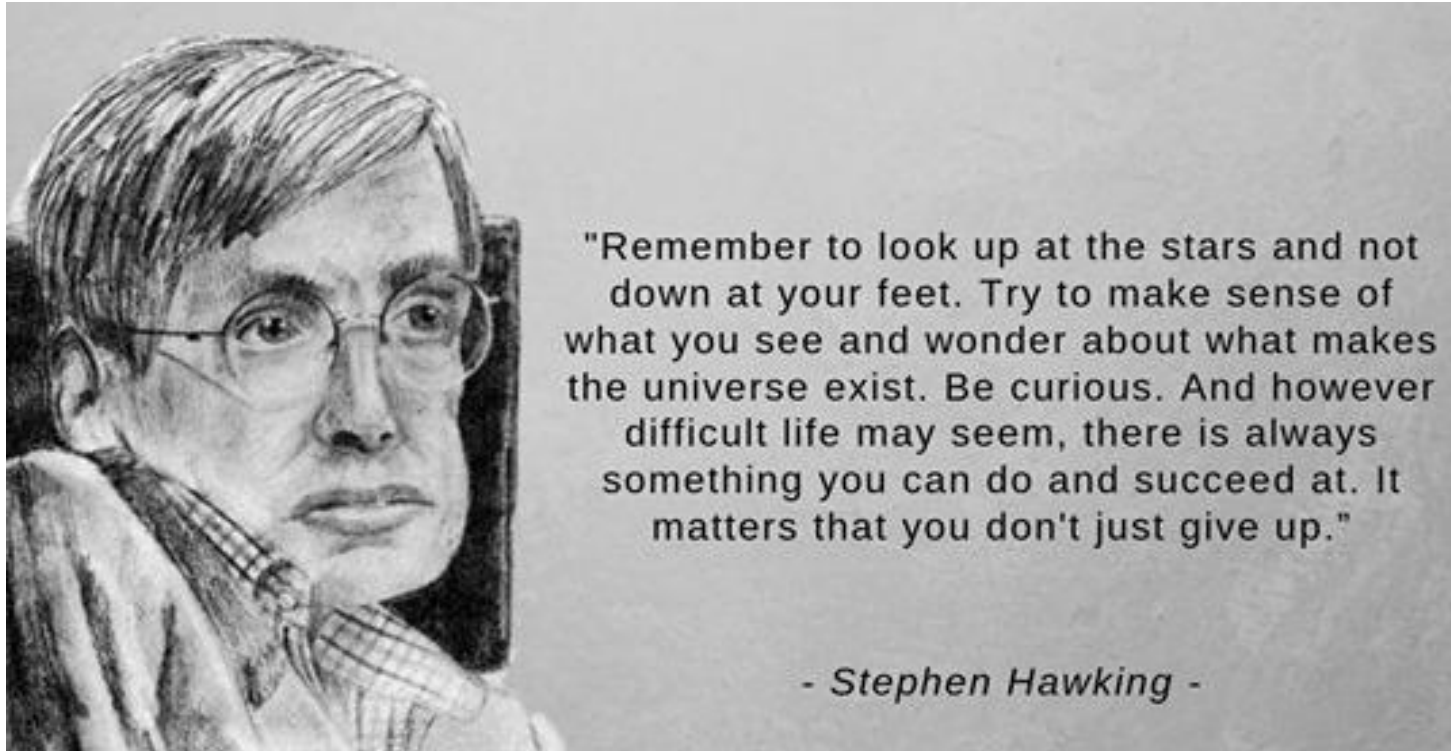
# Where does the work of NASWE/AEWM fit ?

- ▶ Professional membership organisations
- ▶ Promote children's right to access and receive education
- ▶ Work with Government through meetings with the Department for Education to discuss the interface between policy and practice
- ▶ Membership of steering groups and consultation groups on education related matters and new legislation

# Where does the work of NASWE/AEWM fit ?

- ▶ Work with partner organisations -  
Shelter/National Children's Bureau
- ▶ Hold Network events to share good practice
- ▶ Gather evidence from our members about  
practice issues
- ▶ Take a global perspective -INSA

A thought to take away and pass on to all,  
especially to children and young people .....



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