Oxfordshire Strategic Schools Partnership

Directory of Support for Oxfordshire Schools

Issue 3 – May 2021

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Working together to provide the best education for every child and young person in Oxfordshire

Introduction

What is the aim of this publication?

The aim of this publication is to provide a useful resource for schools to signpost them to the many strands of information, advice and support available within Oxfordshire. This Directory is published to schools electronically, twice a year, to enable the information to be kept up to date easily.

The Directory is made up of submissions from the groups represented at the Oxfordshire Schools Strategic Partnership (OSSP), in addition to other local organisations such as Teaching Schools. Feedback is welcomed on edits or ideas for inclusions in future updates: please email suggestions or enquiries to otsa@bartholomew.oxon.sch.uk with 'Directory of Support' in the email title.

What is the Oxfordshire Schools Strategic Partnership (OSSP)?

The OSSP is a forum where organisations which play a significant role in publicly funded education in Oxfordshire meet, with the aim of addressing Oxfordshire's key educational priorities that go beyond the responsibilities or influence of any one organisation. With respect to these identified priorities, the representatives of those organisations meet to:

- Share information
- Identify opportunities for collaboration
- Minimise duplication
- Provide challenge and support
- Influence the strategic direction of education in Oxfordshire

Principles

- The OSSP is a partnership of equals, with partner representatives being responsible for representing the work and views of their organisations and for making appropriate contributions to the strategic improvement of education in Oxfordshire.
- Our work focuses on inclusive practice and provision, in order to improve education for all.
- We will observe complete confidentiality when matters are deemed to be confidential.
- Partners will agree strategic priorities, to which everyone will make a commitment.

Area of Focus 2020-23

Develop inclusive practice and provision in order to improve the progress and life chances for our SEND and disadvantaged learners.

Current Partner Organisations

The OSSP includes representatives from the following groups and organisations:

- Further Education
- Higher Education - The University of Oxford
- Higher Education - Oxford Brookes University
- Oxford Diocesan Board of Education
- Oxfordshire County Council
- Oxfordshire Governors' Association
- Oxfordshire Teaching Schools Alliance
- Oxfordshire Primary Schools
- Oxfordshire Secondary Schools
- Oxfordshire Special Schools
- Oxford City and Oxfordshire District Councils

To find out more, please visit: https://www.ossp.org.uk/

Key information about schools

Website:	https://www.oxfordshire.gov.uk/residents/schools
Contact details:	The website above gives links to the following sections: • Term dates and holidays • Apply for a school place • At school • Travelling to school • Our work with schools • Emergency school closures

School Improvement and Learning

Website:	https://www.oxfordshire.gov.uk/residents/schools
Overview of what the organisation does:	The School Improvement and Learning Team is part of the Children, Education and Families directorate and is responsible for commissioning and brokering the Local Authority core school improvement services for schools.
What could you offer to Oxfordshire schools?	The core offer provides strategic leadership support for school leaders and governors, moderation, coaching, monitoring, support and challenge. It provides the capacity for directly targeted interventions to support schools that may require additional resource.
Who should be contacted to find out more?	OCC School Improvement Team: SchoolImprovementTeam@Oxfordshire.gov.uk General Enquiries: 03300 249046 OPL Website: www.oxfordshireschoolscpd.org.uk

Oxfordshire Partners in Learning (OPL)

Website:	Oxfordshire Partners in Learning | Oxfordshire Partners in Learning (oxfordshireschoolscpd.org.uk)
Overview of what the organisation does:	Oxfordshire Partners in Learning (OPL) is the School Improvement and Learning Team's traded arm and is responsible for various training courses and events.
What could you offer to Oxfordshire schools?	OPL combines training, courses and events alongside various education colleagues with OCC. Areas covered are: • Governor Services • Schools Improvement and Learning • Oxfordshire Schools Inclusion Team • Educational Visits • Learner Engagement • The Virtual School The OPL training site also hosts training provided by the SENSS Team. Visitors are also able to access Early Years training via the on-site portal.
Who should be contacted to find out more?	Oxfordshire Partners in Learning OPLTraining@Oxfordshire.gov.uk General Enquiries: 03300 249046

Access to Learning

Overview of what the organisation does:	The responsibilities of this team include: • Strategy for accurate place planning for schools and settings and ensuring a sufficient supply of early years and school places (including opening new schools) • The technical arrangements around new types of educational provision (such as Free Schools / Academies) • The school and early years capital investment programmes • School admissions • Transport and access to all schools across the county and cross border arrangements with other local authorities • Schools Health and Safety Service (Traded Service)
• Pupil Place Plan: https://www.oxfordshire.gov.uk/residents/schools/our-work-schools/pupil-place-plan • Academies: http://schools.oxfordshire.gov.uk/cms/content/academies-team • Capital Investment: http://schools.oxfordshire.gov.uk/cms/content/capital-investment • Early Years and Childcare Sufficiency Access: http://schools.oxfordshire.gov.uk/cms/content/early-years-and-childcare-sufficiency-and-access • Main admissions home page; www.oxfordshire.gov.uk/admissions • School admission rules and policies: www.oxfordshire.gov.uk/admissionrules • Schools list pages: www.oxfordshire.gov.uk/schoolslist • Travelling to school: https://www.oxfordshire.gov.uk/residents/schools/travelling-school	
Who should be contacted to find out more?	Please see links above.

Early Years

Website:	https://www.oxfordshireearlyyears.co.uk/ Support for Early Years providers
Overview of what the organisation does:	**'Our ambition is for every Oxfordshire child to attend a school or setting that is at least good'** (OCC School Improvement Guarantee 2018-19) The Oxfordshire County Council (OCC) Early Years Team provides a service for Early Years (EY) practitioners and leaders in maintained schools, academies, nursery schools, private, voluntary and independent settings and childminders, to enable them to continue their professional development and improvement of practice and provision. 'Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children, leading to better outcomes. The evidence also shows that high quality provision at age two brings benefits to children's development.' (Early Education and Childcare, statutory guidance for local authorities, June 2018)
What could you offer to Oxfordshire schools?	**Universal Services -** all providers have access to the following: • Webpages, Schools News, Facebook page, Free Toolkit (no charges) • Buy-in Toolkit (available to purchase) • Step into Training courses (charges apply) • Buy-in support – Bespoke support can include 'quality reviews', advisory visits and training **Targeted Services** may include sharing information/advice/training/visits for: • Newly registered Early Years providers (not re-registrations) • Early Years providers judged 'good' and 'outstanding' by Ofsted prioritised using transparent triggers e.g. those with a previous Ofsted outcome less than 'good'; self-referral by managers or governance; safeguarding concerns; introduction of places for eligible funded two-year olds; settings with a high percentage of vulnerable learners or low Good Level of Development (GLD) and those due inspection. • Early Years providers judged 'requires improvement' by Ofsted • Early Years providers judged 'inadequate' or 'not met' by Ofsted • Out of School provision judged 'inadequate' or 'not met' by Ofsted *(Please note that charges may apply)*

	The OCC EY Provider Improvement Guarantee is closely aligned with the School Improvement Guarantee and Early Education Funding (EEF) Terms and Conditions. **The OCC Early Years Team reserves the rights under the terms and conditions of the EEF agreement to withdraw support and funding when applicable.**
Who should be contacted to find out more?	For further information about EY service please contact us on early.years@oxfordshire.gov.uk or 0845 604 2346

Early Years Funding Team

Website:	https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/business-and-funding-childcare-providers/early-education-fund/funding-2-3-4-year-olds
Overview of what the organisation does:	• Provide funding to Oxfordshire schools (academies and maintained schools / nurseries) in accordance with the Council's statutory duties under the Childcare Act 2006 and Early Education and Childcare Statutory guidance for local authorities June 2018. • Funding covers eligible two-year olds, universal and extended hours for three and four-year olds, Early Years Pupil Premium, Deprivation Supplement, Disability Access Funding, SEN Inclusion Funding and Maintained Nursery School Supplementary Funding.
What could you offer to Oxfordshire schools?	• Support with successful completion of funding claims. • Provide indicative budgets as a financial planning tool. • Conduct audit visits - this can help schools understand the funding processes more coherently. • Provide a portal system that allows schools to check 30-hour codes of parents, in addition to sending out reminders twice a term to providers when 30-hour codes are expiring. • Support schools by downloading their data each term from their data systems into our ONE system before issuing a termly headcount.
Who should be contacted to find out more?	Email: earlyeducation@oxfordshire.gov.uk Telephone: 01865 894811 Links to the provider portal: https://myoneproviderportallive.oxfordshire.gov.uk/ProviderPortal_LIVE/Account/Account/Login Links to all EEF T&Cs and guidance notes: https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/business-and-funding-childcare-providers/early-education-fund/forms-and-guidance-notes

Educational Psychology Service

Website:	Educational Psychology Service | Family Information Directory (oxfordshire.gov.uk)
Overview of what the organisation does:	The Educational Psychology Service works with children, parents / carers, teachers, schools and settings to improve outcomes for children and young people so that they make progress, enjoy their time in education and are prepared for adulthood. All Educational Psychologists (EPs) are qualified and registered with the Health and Care Professionals Council (HCPC) and abide by the Code of Conduct of the British Psychological Society (BPS). Educational Psychologists work closely with parents / carers, teachers and support staff to help people to understand how we think, feel, learn and behave and then explore changes that will have a positive impact for the child or young person. They have the training and expertise to assess and consider strategies that will promote learning and emotional wellbeing for all, but often focus on those with SEND or additional needs. The children and young people may be aged 0-25 years and attend a range of settings, including nurseries, mainstream schools, special schools and colleges. Work can be undertaken at the individual, class or whole-school level. We work with children and young people who may be experiencing difficulties in their learning, behaviour, social interaction, communication, emotional wellbeing, and physical or sensory skills. Our work includes: • Talking to children. We may ask them about their feelings, friendships and what they think is working well. • Assessing difficulties children may be having with their learning and wellbeing. • Working with young people, schools and families to identify clear and achievable outcomes to enable the child or young person to make progress. • Working in partnership with parents and schools in the best interests of the child. • Providing advice and training on how schools might help children to learn and develop. • Advising schools on teaching approaches and improvements that can be made to learning environments. • Supporting schools to set up / implement interventions. • Provide support following critical incidents.

	The Educational Psychology Service is responsible for statutory SEN functions and also offers non-statutory Traded Services.
What could you offer to Oxfordshire schools?	**Statutory role:** Completing the psychological advice for a statutory assessment (EHCNA), which may include any or all of the following in a school or early years setting: • Classroom / playground observations. • Consultations / discussions with parents / carers, teachers and other professionals. • Direct work with individual pupils. • Participating in multi-agency meetings about the child or young person, if appropriate. Support for pupils with Education Health and Care Plans may include: • Acting as a key worker for young people in out of county provision. • Participating in tribunal (SENDIST) work as required. **Traded Services:** • Consultations for parents / carers, teachers and other professionals, to provide support through joint problem-solving. • Designing and assisting the implementation of evidence-informed effective interventions to improve learning, social and behavioural outcomes. • Training for school staff, other members of the children's workforce and parents and carers. • Advising school staff and other practitioners on strategies to meet the needs of vulnerable groups. • Advising school staff on issues faced by children and families at challenging times, such as coping with bereavement, transition, complex family issues such as adult mental health, and child protection issues. • Undertaking complex casework in collaboration with other professionals. • Supervising and mentoring front line staff individually or in groups. • Undertaking research, local needs assessments and project evaluations, to inform the effective targeting, development and impact analysis of school projects and interventions to promote the engagement and learning of children. • Emotional Literacy Support Assistants (ELSA) training and supervision
Who should be contacted to find out more?	Catherine Roderick Principal Educational Psychologist Catherine.roderick@oxfordshire.gov.uk Mob: 07825274103

Governor Services

Website:	http://schools.oxfordshire.gov.uk/cms/content/governor-services
Overview of what the organisation does:	Oxfordshire County Council Governance Services provides consultancy, training and helpline support for school governors and trustees. Schools have governing boards to represent society's interest and involvement in the education of our children and young people. The law requires each school to have a governing board. This governing board is made up of people who represent many interested parties (including parents, teachers, the local authority, the church, the community) and its task is to oversee the running of the school at a strategic level. The three core functions of governing boards are outlined in The Governance Handbook. https://www.gov.uk/government/publications/governance-handbook a. Ensuring clarity of vision, ethos and strategic direction; b. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and c. Overseeing the financial performance of the school and making sure its money is well spent. There are two other useful DfE documents which support establishing effective Governance, Clerking Competency Framework and Competency Framework for Governance. These are available from the same weblink. Oxfordshire Governance Services is a traded department. The Insite pages give more information: http://schools.oxfordshire.gov.uk/cms/content/governor-services . The full traded package can be seen in our brochure, available on the web pages: http://schools.oxfordshire.gov.uk/cms/content/training-and-development
What could you offer to Oxfordshire schools?	The traded offer is available to academies and maintained schools and includes the following available options: • Core Offer (Governor / Trustee Training / Helpdesk email and phone support / tool kit access) • Clerking (includes GovernorHub, clerks' training and QA) • Modern Governor

	• Learning link • GovernorHub • OGA • Bespoke training options • School website checks • External Governance Reviews • Support with Headteacher recruitment
Who should be contacted to find out more?	Please contact us with any queries. • Tel: 03300 249046 • Email: governorservices@oxfordshire.gov.uk We look forward to supporting Governors, Trustees and Boards across Oxfordshire.

Learner Engagement Service

Website:	https://schools.oxfordshire.gov.uk/cms/content/learner-engagement-service
Overview of what the organisation does:	Learner Engagement Strategy is available via https://www.oxfordshire.gov.uk/residents/schools/school/learner-engagement This describes the following cohorts of children and work that is the focus of Learner Engagement Services: • Expulsions & Suspensions http://schools.oxfordshire.gov.uk/cms/content/exclusion-guidance • Attendance http://schools.oxfordshire.gov.uk/cms/content/county-attendance-team • Children Missing Education http://schools.oxfordshire.gov.uk/cms/content/children-missing-education • Elective Home Education https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/being-educated-home • Oxfordshire Schools Inclusion Team http://schools.oxfordshire.gov.uk/cms/content/oxfordshire-school-inclusion-team-oxsit

	• Reintegration Timetables http://schools.oxfordshire.gov.uk/cms/schoolsnews/reintegration-timetable-new-guidance • Alternative Provision commissioning http://schools.oxfordshire.gov.uk/cms/content/alternative-provision-directory • Restorative Practice https://schools.oxfordshire.gov.uk/cms/content/restorative-practice
What could you offer to Oxfordshire schools?	Free training, including Restorative Practice training, available to all Oxfordshire schools through the Learner Engagement Service: https://schools.oxfordshire.gov.uk/cms/content/learner-engagement-school-training-offer An anti-bullying webpage designed to enable schools to access up-to-date information, guidance and training to support their work in creating safe learning environments in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated: https://schools.oxfordshire.gov.uk/cms/content/anti-bullying Updated daily, a webpage with all the latest information, guidance and resources during the pandemic: http://schools.oxfordshire.gov.uk/cms/content/returning-school-after-lockdown
Who should be contacted to find out more?	Contact details and descriptions of key roles can be found via https://schools.oxfordshire.gov.uk/cms/content/learner-engagement-service. This includes: • Head of Service • Education Inclusion Managers • Lead for Learner Engagement The Oxfordshire Behaviour & Attendance Helpline is available, free, to all schools. Term time, Monday to Friday 9.00am -5.00pm, telephone 01865 323513 Attendance@oxfordshire.gov.uk Oxsit@oxfordshire.gov.uk ehe@oxfordshire.gov.uk Childrenmissingeducation@oxfordshire.gov.uk There is a range of model policies, audit templates, guidance and briefing documentation available to all schools in the county free of charge. Please contact the Helpline or webpages to access.

Oxfordshire Family Information Service

Website:	www.oxfordshire.gov.uk/familyinformation www.oxfordshire.gov.uk/parents https://www.facebook.com/OxfordshireFamilyInformationService
Overview of what the organisation does:	The Family Information Service provides free, impartial information, advice and assistance to families with children and young people aged from 0-25 years in Oxfordshire. The service delivers the statutory responsibilities listed under section 12 of the Childcare Act (2006) as well as other statutory responsibilities, on behalf of Oxfordshire County Council. Information is provided on: • Types of childcare • Paying for childcare • Schools • Services for children and families • Parenting support • Activities for families The service is delivered via: • An online Family Services Directory: www.oxfordshire.gov.uk/familyinformation • A section of the Oxfordshire County Council website: www.oxfordshie.gov.uk/parents • A Facebook page: https://www.facebook.com/OxfordshireFamilyInformationService • A Facebook group: https://www.facebook.com/groups/oxfordshireparents • Twitter: https://twitter.com/oxonfis • Email: fis.enquiries@oxfordshire.gov.uk • A phoneline: 01865 323332 • A brokerage service including a dedicated Disability Information Officer to help parents source suitable childcare for disabled children and those with additional needs.
What could you offer to Oxfordshire schools?	• Information on types of childcare for staff and parents • Information on paying for childcare including targeted funding for 2-year olds, universal 15-hour funding for 3 -4-year olds and 30-hour funding for eligible parents.

	• Advertising nursery provision • Advertising breakfast and afterschool care and holiday schemes that the school runs • Advertising jobs in childcare for nursery classes and out of school provision
Who should be contacted to find out more?	Fis.enquiries@oxfordshire.gov.uk 01865 323332 Information on how to amend records on the Directory or to add a job in childcare

Oxfordshire School Inclusion Team (OXSIT)

Website:	www.oxsit.org.uk
Overview of what the organisation does:	OXSIT Inclusion Consultants offer support to primary, secondary and special schools across Oxfordshire and beyond. The team specialises in all aspects of educational inclusion. All our Inclusion Consultants are experienced SENCOs who have previously held positions of senior leadership in schools. They are passionate about improving outcomes for learners at all stages of their educational journey and in all school contexts. Through a collaborative approach, the OXSIT team works together to ensure that our clients get up to date advice and guidance on issues relating to educational inclusion. Our Inclusion Consultants teach on Masters courses for the School of Education at Oxford Brookes University. This includes training SENCOs new to post.
What could you offer to Oxfordshire schools?	Our key focus is improving provision and outcomes for learners vulnerable to underachievement, primarily pupils with Special Educational Needs but also those entitled to the Pupil Premium Grant. We work with SENCOs and school leaders, providing training and coaching, and support school improvement. We often work with schools who do not have a qualified or experienced SENCO for a period of time. We are often commissioned by schools for SEN reviews and / or Pupil Premium reviews. We also support schools with developing provision for pupils with English as an Additional Language.

	We support school leaders to improve learner engagement through reducing expulsions and suspensions and increasing attendance for vulnerable learners. Our inclusion consultants frequently support schools to improve provision for individual pupils with challenging behaviour, those at risk of expulsion and suspension and pupils who are not currently accessing their full-time education entitlement. We offer various packages of support to schools. Our foundation package is extremely popular. This subscription entitles a school to free phone and email support from a named Inclusion Consultant, a monthly newsletter, three area network meetings a year, and access to our popular resources section on our website (the 'one stop shop' for the busy SENCO). Our consultancy packages offer really good value for money. Alternatively, schools can pay as you go. For further details please see our website. www.oxsit.org.uk Our Inclusion Consultants offer a range of CPD throughout the year. The current offer can be found at: https://www.oxfordshireschoolscpd.org.uk/cpd/default.asp Our Inclusive Classrooms Series is a 4-part course suitable for all school staff. The series aims to promote best inclusive practice and quality first teaching. This can be booked as a course of 4 sessions or individually. Sessions cover: • Inclusive Environments • Inclusive Teaching and Learning • Making Reasonable Adjustments to include Learners • Including Learners with SEMH and Behaviours that Challenge We also offer a series about neurodivergent learners where we consider their barriers to learning and how we can best support them to achieve their potential in school. Sessions include ADHD, Dyslexia, and Dysgraphia and writing difficulties. Please contact us directly to discuss your training needs. Our annual inclusion conference attracts over 160 SENCOs and Headteachers from across the county. OXSIT has compiled a helpful provision map for both OCC services and that of other organisations within the county: Diminishing Difference in Oxfordshire 2020-2021.
Who should be contacted to find out more?	General enquiries OXSIT@oxfordshire.gov.uk For further information about training opportunities please contact OPLTraining@oxfordshire.gov.uk

SEND

Website:	https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer
Overview of what the organisation does:	**Information, resources, requirements and guidance on special educational needs and disability (0-25 years)** The SEN service is responsible for: • Strategy for Special Educational Needs & Disability (SEND) • Statutory responsibilities in relation to the identification and assessment of, and provision for, children with special educational needs, including the provision of a SENDIASS (SEN & Disability Information, Advice and Support Service, formerly Parent Partnership) Service Contact details for the teams and services that support children with SEN can be found on the Local Offer webpages. Policy, guidance and resources: • Quality First Teaching • SEN support • Early years • Additional funding • Education Health and Care plans • Annual Reviews • School SEN information report • Training • Strategy, policy and guidance • Strategic Overview 2016-2020: Improving the Educational Progress of Vulnerable Learners (pdf format, 300Kb)
Who should be contacted to find out more?	https://www2.oxfordshire.gov.uk/cms/content/contact-special-educational-needs-and-disability-local-offer

Special Educational Needs Support Service (SENSS)

Website:	Services to support children learning | Oxfordshire County Council
Overview of what the organisation does:	SENSS is a countywide Special Educational Needs (SEN) teaching and advisory support service. We work in partnership with families, educational settings and other professionals to secure good outcomes and a positive future for children and young people with SEN and / or disability. Our aim is that children and young people with SEND make good progress, achieve well and enjoy school, family and community life. SENSS: • Support, advise and empower staff in schools and settings to understand the needs of children and young people with SEN. • Provide assessment and advice in relation to the child / young person's additional needs or disability. • Ensure that the views, wishes, perspectives and experiences of the children and young people are fully reflected in their provision. • Support children and young people to develop a positive understanding of their own SEN / disability. • Support children and young people to develop independence and to advocate for themselves. • Carry out assessments in relation to specialist equipment. • Make specialist provision for children with needs in a number of specialist Resources Bases attached to mainstream schools. • We base our work on the strongest evidence base, recognising that there are other approaches. We work with children and young people with: • Hearing Impairment • Vision Impairment • Multi-Sensory Impairment • Communication and Interaction Difficulties (including autism, speech language and communication needs) • Down Syndrome and Complex Needs • Physical Disabilities • SEN-ICT-AAC needs

What could you offer to Oxfordshire schools?	• We are a service which is available during school term time. • We have a range of professionals in our teams including specialist advisory teachers, support workers, therapists and technicians. • We work primarily in schools and educational settings, but also in homes, where necessary. • We aim to intervene early, supporting children with SEND both with and without an EHCP. • We work closely with SENCOs, class teachers, teaching assistants and other support staff in schools. • We provide advice, support, interventions and some direct teaching. • We support schools to develop good, school-wide practice for all children with SEND. • We liaise closely with families and we work collaboratively with other agencies involved with the child. • We offer a range of training from individual training around a child's needs to whole school and area-based specialist courses to support continuing professional development.
Who should be contacted to find out more?	SENSS: 01865 323070 SENSS@oxfordshire.gov.uk Information on our services can be found in Oxfordshire's Local Offer Services to support children learning | Oxfordshire County Council

Virtual School for Children We Care For and Care Leavers (0-25 years)

Website:	https://www.oxfordshire.gov.uk/residents/schools/our-work-schools/virtual-school-looked-after-children-and-care-leavers-0-25
Overview of what the organisation does:	The aim of the Virtual School is to ensure that children we care for (CWCF) and care leavers can fulfil their educational potential. The Virtual School is comprised of team of professionals including early years, primary teachers, secondary teachers, engagement officers and post-16 education, employment and training (EET) workers. Many individual children and young people in care enjoy and do well at school. However, as a group, children in care do not perform as well in their education as their peers. Since April 2014, every local authority in England has had to appoint at least one person to fulfil the local authority's statutory duty to promote the educational achievement of its children in care, wherever they live or are educated. Within the local authority, the Virtual School Head is the statutory lead [Children and Families Act 2014] with responsibility for ensuring that arrangements are in place to improve educational experiences and outcomes.
What could you offer to Oxfordshire schools?	• Data scrutiny with Head teacher and Designated Teacher around progress, attendance, attainment and engagement of each pupil. • Learning walks, book sampling and shadowing of children we care for. • Discussion with teachers and support assistants, children / young people and carers. • Multi-professional meetings and action planning. • Strategic planning for effective use of Pupil Premium Plus. • Staff training – Virtual School training calendar and bespoke training. • Intervention advice (assessment, support and planning) including SEN and social, emotional and mental health needs. • Governor reporting – advice and templates. • Catch up tuition for targeted pupils and year groups. • Signposting to activities outside of term time. • Trauma training and strategic planning of trauma resources in school
Who should be contacted to find out more?	The Virtual School, Oxford Oxfordshire County Council, Abbey House, Abbey Close, Abingdon, OX14 3JD Tel: 01865 328550 Email: virtualschool.LAC@oxfordshire.gov.uk

Adoption

Website:	http://adoptthamesvalley.co.uk/

Adopt Thames Valley is a Regional Adoption Agency, established in December 2017, with delegated responsibility for discharging most of the adoption functions of Bracknell Forest Council, Oxfordshire County Council, Brighter Futures for Children (Reading Council), Royal Borough of Windsor and Maidenhead, Swindon Borough Council, West Berkshire Council and Wokingham Council.

Adopt Thames Valley aims to ensure that children who are unable to live with their birth family, and for whom adoption has been agreed as the plan, can move without delay to a permanent, stable and loving family in which their needs will be fully met throughout their lives. This can only be achieved if the needs of all of those touched by adoption or special guardianship are also supported, including adoptive parents, special guardians, adopted adults and birth relatives.

Adopt Thames Valley's vision is to achieve excellent outcomes for children and adults affected by adoption and special guardianship by:

- Working closely with our partner local authorities and other stakeholders to ensure that children's best interests are at the heart of placement decisions which will fully meet their needs.
- Targeted recruitment and the establishment of a wide and diverse pool of prospective adopters.
- Matching so that children are placed without delay in secure, loving families.
- Providing creative and outstanding adoption and special guardianship support services.
- Investing in our workforce to ensure they have the right skills and capacity to deliver excellent services.
- Continually seeking to apply best practice and innovation to our ways of working.
- Actively listening to and learning from children, adults and staff with whom we work to develop and improve the services provided.

Who should be contacted to find out more?	Adopt Thames Valley: http://adoptthamesvalley.co.uk/get-in-touch/ OCC Adoption Team: http://schools.oxfordshire.gov.uk/cms/content/adoption-team

Fostering



Website:	https://www.oxfordshire.gov.uk/residents/children-education-and-families/fostering
A countywide fostering service is provided by 3 fostering teams operating in the City, North and South of the county and a Specialist Treatment Foster Care (OTFC) team. This service delivers: • Recruitment of a range of Oxfordshire Foster Carers to meet the needs of Children We Care For • Assessment, preparation training and approval of Foster Carers, Family and Friends Carers, and Short Break Carers • Supervision of Foster Carers and support for them and their families • Support for Foster Carers' learning and development • Family finding for long term foster placements • Placement support	
Who should be contacted to find out more?	Fostering | Oxfordshire County Council 0800 783 5724

Children We Care For

Website:	Children We Care For | Oxfordshire County Council Intranet
Sometimes it is not always possible for parents to meet the needs of their child and keep them safe from harm. Sometimes children and young people need to live away from their birth family. In these instances, a child can become one of our children we care for.	

In Our Children We Care For Teams, we aim to keep children safe, provide care and support and meet the needs of each child including their physical health, social and emotional wellbeing and educational needs. We strive to make all decisions in the best interests of the child and ensure their voice is heard.

Within our service we aim to:

- Encourage warm and caring relationships between child and carer that nurture attachment and create a sense of belonging so that the child or young person feels safe, valued and protected.
- Help children and young people to develop a strong sense of personal identity and maintain the cultural and religious beliefs they choose.
- Ensure young people are prepared for and supported in their transition to adulthood.
- Support the child or young person to participate in the wider network of peer, school and community activities to help build resilience and a sense of belonging.
- Ensure children and young people have a stable experience of education that encourages high aspiration and supports them in achieving their potential.

The Children We Care For Teams have the following responsibilities:

- Prepare plans and achieve a sense of permanency as soon as possible.
- Ensure a child's Care Plans and / or Pathway plans are up to date and reflect the young person's individual needs.
- Re-assess children and their families in the light of changes in circumstances, behaviour, family situation, etc.
- Implement all appropriate Placement and Review regulations, including statutory visits and related recording.
- Work jointly with foster carers, residential colleagues and adopters to achieve the best outcomes for our children we care for.
- Provide ongoing reunification support where possible.
- Support the child or young person understanding their life story.
- Support family time to maintain positive relationships with birth family members.

Most of these children and young people are either in foster care or residential accommodation, although some may be in young offender institutions or residential schools.

Who should be contacted to find out more?	Children We Care For | Oxfordshire County Council Intranet

Care Leavers

Website:	Care leavers local offer | Oxfordshire County Council

Our Leaving Care Team provides advice, guidance and practical assistance for young adults aged 18-25 years who are care leavers, that is they have left care and meet the Leaving Care Act eligibility for a service. We have teams based in offices in Oxford City, Banbury and Abingdon and we cover all areas of Oxfordshire. Some of our care leavers live outside of Oxfordshire and we offer all the services below to them also.

Within our service we aim to support and advise care leavers and help their transition into becoming independent, healthy and financially stable adults living in the community. As the care leavers in our service are 18+ we encourage them to stay in touch with us and continue to work with us but for some they may not want any ongoing contact with us. If this is the case, we step aside but remain available when they want or need to contact us again up to the age of 25 years. We also contact them annually to remind them we are around if needed. All our staff are experienced and are very positive about working with this older age group and have a variety of relevant experience eg housing, apprenticeships and employment.

A summary of what we offer:

- We work closely with our Children We Care For (CWCF) teams and Unaccompanied Children and Young peoples (UC&YP) teams to get to know the children coming up to 18 years old to ensure a smooth transition to our service.
- We offer an Allocated Leaving Care Personal Advisor (LCPA) who will keep in contact and visit regularly and work with the care leaver to develop confidence and skills as they move towards independence.
- We help with benefits, bursaries, grants, housing and signpost to other relevant services.
- We review a care leaver's Pathway Plans at regular intervals to help motivate, support and plan to help achieve independence and financial stability.
- We work jointly with housing, health, benefits and other colleagues, to help care leavers problem-solve any difficulties.
- We help and support care leavers with preparation for job applications and interviews and work experience.
- We help with finances to support access to further and higher education opportunities.
- We advocate on behalf of care leavers with other agencies to ensure their needs and rights are respected.

Who should be contacted to find out more?	The teams can be contacted via Abingdon – 01865 897984 Oxford – 01865 323222 Banbury – 01865 816677	The full range of our services to care leavers can be found on the OCC website via our Core Offer: Care leavers local offer | Oxfordshire County Council

Children's Disability Service

Website:	Support to families with disabled children and young people | Oxfordshire County Council

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 can assist parents to access these services.

The children's disability service within OCC children's social care supports severely disabled children and their families to help them achieve the best possible outcomes in line with their aspirations. Our charter describes how we aim to work with the children we support.

Our work involves:

- Undertaking holistic child and family assessments where the presenting concerns are disability related. NB Safeguarding concerns for children not known to the CDTs are assessed by CAFAT, even when the disabled child's needs appear to meet the eligibility criteria for our service.
- Making plans jointly with the child, parents and other professionals to meet the identified needs of the child and to improve the child's outcomes.
- Working with the whole family, although we do not necessarily have all the children in a family open to us.
- Assessing whether a child's outcomes may be improved by the allocation of a care package that may involve support from Children and Family Care Services, Direct Payments or overnight short breaks. These decisions are made by the multiagency Priority Panel and care packages are only allocated for the children with extremely high levels of need.
- Assessing safeguarding concerns for children known to the team and possibly making child protection plans jointly with other agencies to improve outcomes.
- Supporting children who are Looked After by the local authority and unable to live full time with their families in the same way as the LAC team. We stay in contact with children 18+ when they have been looked after too.
- Supporting children and young people at times of transition, particularly as they reach the age of 18 years. We work jointly with adult social workers as they reassess the young person's needs under the Care Act 2004.

Early Help and the Locality Community Support Service (LCSS)

Website:	https://www.oxfordshire.gov.uk/residents/children-education-and-families/childrens-services/integrated-childrens-services/locality-and-community-support

What is Early Help?

Whilst most children and their families in Oxfordshire are able to have a good quality of life with minimal additional support from public services, there are some who find life more difficult for a variety of reasons. At different times in their lives, children, young people and their families in these circumstances may need additional support and help from universal, targeted and specialist services.

There is strong evidence that helping families early and providing support at the right time at the right place can reduce the likelihood of problems escalating and improve long term outcomes for children, young people and their families. This enables families to move on from difficulty and lead happier and healthier lives.

Early help can make the biggest difference when support for families is provided before problems escalate. The concept of early help, or early intervention as it is sometimes known, reflects the widespread recognition that it is better to identify and resolve problems early, rather than to respond when difficulties have become acute, and demand action by more expensive and specialist services.

Working with a child and their family to address their needs early can reduce risk factors (the worries) and increase protective factors (what is working well). Protective factors can reduce risk to a child's wellbeing and include:

- Developing strong social and emotional skills
- Having a strong social support network for the family
- Support for good parental mental health
- Having good income support, access to benefits and advice
- Having access to good community services and facilities

Providing early help to children and families is a priority for Oxfordshire County Council and its partners. Together we are committed to ensuring children and families get the right help and support at the earliest opportunity.

We want every child, young person and family to get the help and support they need to succeed as early as possible. This is what we call Early Help. Early Help needs for Children and Families can be identified using the Early Help Assessment and Team Around the Family tools. These can be found on the OSCB website: https://www.oscb.org.uk/practitioners-volunteers/multi-agency-guidance-tools/

To support families and partner agencies with Early Help, Oxfordshire has a Locality Community Support Service that gives advice and support in relation to the Early Help Assessments and Team Around the Family meetings that are a vital tool in supporting Early Help in the community.

LCSS

The Locality and Community Support Service (LCSS) is part of Children's Services. LCSS are the first point of contact where non-immediate safeguarding concerns are identified.

The LCSS provides advice and guidance to universal professional partner agencies including schools, health, and voluntary and community groups across Oxfordshire when emerging concerns are raised for children that do not require an immediate safeguarding response.

LCSS also provides advice, support and signposting to parents, who can contact LCSS directly to talk through any concern or support need. LCSS may complete Early Help Assessments (EHA) directly with families or identify professionals that have existing relationships with the family to complete the EHA e.g. a member of school staff or a health visitor.

LCSS aims to support families at the earliest opportunity when needs arise and encourage professionals and parents to contact LCSS to discuss needs so that advice can be offered and appropriate support identified to prevent escalation of need, whenever possible.

Parents - when to contact LCSS

If you don’t already have a Social Worker or Early Help worker, and you have concerns, support needs or need advice for yourself or your child, please contact LCSS to discuss this.

The role of the LCSS

LCSS will work with parents and professionals (including community and voluntary partners) and provide the following services:

- Advice, guidance and signposting to parents.
- Advice and guidance to all community professionals who have concerns about a child or family, which is not an immediate safeguarding concern (these should be referred straight to the MASH).
- A named link worker to specific organisations for example schools and GP.

- A No Names Consultation service which enables professionals to talk through concerns for children where there is no consent from the family.
- Support professionals when a MASH enquiry does not lead to a Statutory Children's Services referral, to ensure that Early Help Assessment (EHA) (previously CAF / TAF ie Team Around the Family) processes are in place within the community.
- Support professionals / families to access targeted Early Help support within Children's Services to ensure children get the right support at the right time.
- Review all Early Help Assessments and support professionals to complete them where appropriate, and offer feedback to support on-going professional development.
- Provide support to Lead Professionals and families, including the provision of advice and attendance at Team Around the Family meetings where appropriate.
- Deliver Early Help Assessment & Team Around the Family training to ensure plans are child centred and family focussed. In addition, the team will facilitate local network and training events in response to your area's need.
- Share information of the services / resources available to partners which can be used to support children and families within their locality.
- If the family has an EHA / TAF and non-immediate safeguarding concerns arise that require a referral to Children's Social Care (CSC), the LCSS worker, if in support, will initiate this referral into CSC with the knowledge of the family.

Advice and support

The LCSS Teams will provide advice and support to professionals and families on Early Help Assessments (EHA) and Team around the Family (TAFs). They will also be responsible for the storage, reviewing and feedback to professionals on EHAs and TAFs completed.

Who should be contacted to find out more?	https://www.oscb.org.uk/professionals/early-help-locality-community-support-service/ **LCSS North** LCSS.North@oxfordshire.gov.uk Tel: 0345 241 2703 **LCSS Central** LCSS.Central@oxfordshire.gov.uk Tel: 0345 241 2705 **LCSS South** LCSS.South@oxfordshire.gov.uk Tel: 0345 241 2608

Education Employment and Training Service (EET)

Website:	http://schools.oxfordshire.gov.uk/cms/content/education-employment-and-training-team

The EET Service is made up of three strands. These ensure that all statutory duties are met and that aspirational and appropriate opportunities are made available to all young people (aged 16+) across Oxfordshire regardless of their experience or circumstances. The 3 strands are made up of:

- Data collation, tracking and opportunities
- EET case working
- Digital safeguarding

Data is requested from schools, colleges and other organisations which is then used to identify those at risk of NEET. Varying levels of support are offered to help individuals' access to EET, including up to the age of 25 years for young people with an EHCP or deemed Leaving Care. Tracking of destinations is ongoing and reported to the DfE on a monthly basis. This tracking also forms part of OCC's commitment to Raising the Participation Age up to the age of 18 years. Schools and colleges are supported with their statutory duties and given data on those young people likely to become NEET (Risk of NEET Indicator – RONI) helping early interventions to support targeted young people.

Responsibility for digital safeguarding also sits within the EET service, holding responsibility for Oxfordshire County Council's children's website (OXME). The site links closely with Public Health to ensure health messages are included as general information and promoted to all local young people. This area also provides the LA statutory duty for 'ensuring young people's (13 – 19 and up to 24 with a learning disability) access to positive activities in their leisure time'. This role links closely with OSCB and the schools safeguarding teams on issues such as e-safety, cyberbullying, sexting and contributes to the OSCB E-Safety training, action plans, policies and procedures.

EET Casework is available to young people who are not in education, employment and training (EET) and would like support to access EET after they have left statutory education. One-to-one support is provided to anyone aged 16-18 and up to the age of 25 if they have an EHCP or have been a child we care for. Across Oxfordshire, the EET service have dedicated EET Case workers who have links with colleges, training providers, apprenticeship providers etc and can support with career and study options. In addition to links with community, providers we can help with interview skills, CV writing, online applications. Our support encompasses an all-round approach where we will link in with other services if required to support someone to access EET i.e. special educational needs, benefits advice, and mental health support. Details of our support is available on www.oxme.info where there is a registration facility to request one-to-one support. We also provide a webchat service to speak to an EET worker between 1pm and 3pm Monday to Thursday via www.oxme.info

Who should be contacted to find out more?	Contact details can be found via: http://schools.oxfordshire.gov.uk/cms/content/education-employment-and-training-team

Education Safeguarding Advisory Team (ESAT)

Website:	http://schools.oxfordshire.gov.uk/cms/content/safeguarding

The ESAT ensures that staff working within educational settings (0-18) are aware of their roles and responsibilities in relation to child protection and safeguarding children, both in terms of local authority procedures and the important preventive role they undertake.

The core function of the ESAT is an advisory service for schools, colleges, early years providers and services who work with young people under 18. ESAT offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities. ESAT provides advice, practical support and guidance, as well as a range of training packages, to enable staff in schools to feel confident to exercise their safeguarding responsibilities, in accordance with local and national guidance.

ESAT also works alongside partner agencies to support information-sharing for the purpose of safeguarding and promoting the wellbeing of students. The team monitors educational providers' delivery on their statutory duty under 157/175 of the Education Act 2002, by collating the annual safeguarding reports to governors and reporting to the Local Safeguarding Children's Board annually.

Who should be contacted to find out more?	Tel: 01865 810603 Email: lado.safeguardingchildren@oxfordshire.gov.uk Schools Safeguarding Team County Hall New Road Oxford OX1 1ND Contact details for LADO

Family Solutions Service (FSS)

Comprised of Family Solutions Plus (Statutory Teams) and Early Help

Website:	https://www.oxfordshire.gov.uk/residents/children-education-and-families/childrens-services/integrated-childrens-services/family-solutions-service

Family Solutions Service (FSS) is an integrated service comprised of seventeen statutory social work and eight early help teams delivering locality-based support and intervention to families across Oxfordshire.

Family Solutions Service values and service aims:

- We are family-focused, determined to improve outcomes for the child in the family contact.
- We aim to provide the right support at the right time to help children and families overcome their difficulties.
- We aspire to ensure that every child not able to live with a parent is safe, secure and nurtured, supporting meaningful connections with families and communities.
- Integrated, multi-disciplinary and connected services from the 'front door' to specialist services.
- An approach supporting social workers and practitioners to deliver meaningful interventions and create lasting change.
- Children are supported within their own family / community wherever possible: their identity and sense of belonging are nurtured and respected.
- Dynamic, creative, ambitious and sustainable multi-disciplinary teams.

Our work with children and their families is delivered within Team Around the Family (TAF), led by an Early Help Assessment (EHA), statutory planning within Child in Need (CIN) and Child Protection (CP) frameworks and, when necessary, undertaking court proceedings to safeguard children. Our FSP model includes specialist adult-facing practitioners (AFPs) who work with parents where unmet need has been identified in relation to a vulnerability impacting on parenting capability, including domestic abuse, substance or alcohol misuse and mental health needs.

Services are delivered from eight Children and Family Centres (with an additional delivery site in the central area and another in the north) located across the county, in North, Central and South areas. These centres also provide services to young people not in education, employment or training (NEET), as well as interventions provided by the Aquarius service, which works proactively with children and young people impacted by substance misuse. FSS also manages the Family Group Conferencing Service (FGC) and Family Time Team, which delivers family time (supervised family contacts) to ensure that wider family and connected people are involved in key decisions relating to children in their kin network and to ensure that contact is a safe and meaningful space for children not living with their parents.

Families are introduced to FSS via contact from the MASH or LCSS when an assessment is required to further the understanding of a child's lived experience. This could be a statutory assessment or via an Early Help Assessment depending on the level of presenting needs and / or risks. The service also provides a variety of parenting inventions such as:

- Family Links – primary school parenting group
- Take 3 – adolescent parenting group
- Own My Life – Domestic Abuse

Who should be contacted to find out more?	Family Solutions Service | Oxfordshire County Council Laura Clements (HOS FSP North and South) Delia Mann (HOS FSP Central and EH County)

Local Authority Designated Officer (LADO)

Website:	http://schools.oxfordshire.gov.uk/cms/content/contact-details-lado

The Local Authority has a designated officer's team (LADO) to:

- Provide advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Manage and oversee individual cases from all partner agencies.
- Ensure the child's voice is heard and that they are safeguarded.
- Ensure there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitor the progress of cases to ensure they are dealt with as quickly as possible.
- Liaise with the police and other agencies
- Recommend a referral and chairing the Position of Trust meeting in cases where the allegation requires investigation by police and/or social care.

The role of the LADO is to coordinate all allegations and concerns made against a person who works with children within Oxfordshire. As such, all allegations and concerns must be reported to the LADO within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist in deciding whether a referral is needed and / or take any immediate management action to protect a child.

Who should be contacted to find out more?	http://schools.oxfordshire.gov.uk/cms/content/contact-details-lado Tel: 01865 810603 Email: lado.safeguardingchildren@oxfordshire.gov.uk Schools Safeguarding Team County Hall New Road Oxford OX1 1ND Contact details for LADO

Multi-Agency Safeguarding Hub (MASH)

Website:	https://www.oxfordshire.gov.uk/business/information-providers/multi-agency-safeguarding-hub
The MASH is the single point of contact for all safeguarding concerns regarding children and young people. Within the MASH, information from partner agencies will be collated to assess risk and decide what action to take. As a result, the agencies will be able to act quickly, in a coordinated and consistent way, ensuring that vulnerable children and families are kept safe and supported by the right service at the right time. The partner agencies include: • Police • Health • Education • Youth Offending Service • Probation • Oxford City Council • Turning Point • South Central Ambulance Service • Fire and Rescue Service	
Who should be contacted to find out more?	http://schools.oxfordshire.gov.uk/cms/content/concerns-about-child

Oxfordshire Youth Justice Service

Website:	http://schools.oxfordshire.gov.uk/cms/content/youth-justice-service
The Crime and Disorder Act requires local authorities, the police, probation, and health to set up youth offending teams (YOTs) to work with children and young people offending or at risk of offending:	

"… A multi-agency team coordinated by local authority overseen by Youth Justice Board responsible for the delivery of youth justice services for 10-17 year olds…"

The Oxfordshire YJS carries out the Council's responsibilities for:

- Local youth crime prevention
- Supporting young people at police stations and courts
- Supervising young people serving a community sentence
- Staying in touch with young people if they are sentenced / remanded to custody

We are measured against three main outcome indicators:

- Reducing the number of First Time Entrants
- Reducing Repeat Offending
- Reducing the use of Custody

All young people referred to the OYJS will have:

- A completed formal assessment which will assess the young person as low, medium or high risk of harm to others, the risk of reoffending and risk of harm to self (known in YJS language as 'Safety and Wellbeing')
- Tailor-made interventions based on assessed needs / risks which look at the underlying causes of offending

OYJS ultimately seeks to prevent young people from offending, and divert those who are on the verge of offending away from the formal criminal justice system, whilst safeguarding their welfare. This is achieved by enabling young people to take responsibility for their behaviour, raising victim awareness and using restorative justice processes.

OYJS strives to achieve its targets and keep the public safe by working jointly with partners, parents and carers. The OYJS's main partners are:

- Children's Services – early help, social care and education
- Thames Valley Police
- Oxford Health
- National Probation Service
- The Office of the Police Crime Commissioner
- Safer Oxfordshire Partnership

Who should be contacted to find out more?	Access to the Youth Justice service is via police referral.

Residential Edge of Care Service (REoC)

Website:	https://www.oxfordshire.gov.uk/residents/children-education-and-families/childrens-services/edge-care-and-looked-after-children

REoC offers a seven day per week community-based, residential support for children and their families to increase family and placement stability. We aim to support families in Oxfordshire who are experiencing difficulties, may be at risk of family breakdown and / or are in crisis.

The REoC Service brings together qualified social workers, family support workers, teachers, psychologists, a psychiatrist, a family therapist and health nurses. REoC is based across Oxfordshire and includes two assessment homes, two children's homes and two move-on homes.

REoC uses a whole family approach that focuses on the strengths within families in order to build resilience within families and, therefore, reduce risks at home, school and in the community for the child.

We begin by meeting with families to:

- Discuss the reason for the referral.
- Develop a joint understanding of the family's needs, challenges, strengths and risks.
- Agree an action plan with the child and their family based on shared goals.

There are a number of ways that we work with families, including:

- Family support sessions.
- Provide a rapid response to families in crisis.
- Targeted outdoor learning activities.
- Psychological therapies.
- A planned short-term residential assessment.
- Long-term residential placements for young people in need of intensive support.
- A move-on residential placement to help a child work towards independence.
- Work with schools to improve a child's engagement with education.
- Working with other services who support the child and family in a joined-up way.

Think Family

Website:	Supporting Families Programme (blog.gov.uk)
Think Family oversees the delivery of the Troubled Families programme in Oxfordshire. In short, this is about: • Identifying our most vulnerable families • Quality assuring the support given to vulnerable families and the outcomes achieved • Embedding a 'whole family' approach through Oxfordshire Children's Services and partner organisations so that any support meets the needs of all family members • Helping to deliver changes to practice, culture and strategy so that services increasingly talk the same language and use the same tools when supporting families	
Who should be contacted to find out more?	Strategic Lead: tan.lea@oxfordshire.gov.uk Think Family Coordinator: james.carter@oxfordshire.gov.uk QA/ Improving Practice: CEF Improving Practice (Quality Assurance) | Oxfordshire County Council Intranet

Unaccompanied Children and Young People (UCYP)

Website:	https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/supporting-uascs

The Unaccompanied Children and Young People team is a specialist county-wide team working with children and young people between the age of 0-25.

We respond and work with all newly-arrived children and young people that are here to claim asylum. These children may be referred to us by the police or other agencies or we support children who may be part of the South-East National Transfer Scheme.

The child becomes a Child We Care For when there is no-one in the UK with parental responsibility for them. The UCYP team support these young people from their arrival, seeking asylum and throughout the asylum process and moving on to independence.

The team have responsibilities to ensure they receive the same services as the children we care for and leaving care team. In addition, team members may be required to complete a variety of assessments to ensure the young person is receiving the correct support including:

- Merton Compliant Ages Assessments
- Human Rights assessments
- Referral to the National Referral Mechanism (NRFM)

The team ensures the child's needs are supported, whether it be health, emotional or social needs. We aim to identify appropriate education, initially through the orientation programme and then into an ESOL programme to learn English and then to integrate into mainstream education.

Many of these young people have usually suffered great trauma either in their home country or on their long tiresome journey to the UK. Building relationships and trust is fundamental when they first arrive, as they may have had bad experiences with authority figures.

The team has a close relationship with Asylum Welcome who offer a youth club and advocacy support to these young people.

Who should be contacted to find out more?	https://www2.oxfordshire.gov.uk/cms/content/contact-unaccompanied-asylum-seeking-children-team

Oxfordshire Teaching Schools Alliance (OTSA)

Website:	www.otsa.org.uk	
Overview of what the organisation does:	**OTSA** is a partnership of 9 Teaching Schools working collaboratively with over 300 Nursery, Primary, Secondary and Special schools across Oxfordshire and beyond to provide school-led Initial Teacher Training, Newly Qualified Teacher Induction, Professional Development, School to School Support and an online Job Board to support Recruitment.	
What could you offer to Oxfordshire schools?	**Initial Teacher Training**: Our school-led ITT route was graded as outstanding by Ofsted in 2017. We train over 100 teachers a year on Salaried and Tuition Fee School Direct programmes. Our 'Associate Teachers' may be based at our Oxford, Banbury or Henley hubs: https://oxfordshireteachertraining.co.uk/ **NQT Induction:** OTSA is a school-led Appropriate Body providing NQT Induction support and quality assurance for up to 400 NQTs each year in schools in Oxfordshire and surrounding counties: https://www.otsa.org.uk/nqt-induction/ **Professional Development:** We offer over 100 school-led courses and professional development programmes for teachers, support staff and governors: https://cpd.otsa.org.uk **Professional Networks:** OTSA helps to promote and facilitate new and existing Professional Networks: https://www.otsa.org.uk/professional-networks/ **School to School Support:** We have a team of over 200 designated System Leaders, including National Leaders of Education, who provide support to schools in a wide range of areas: https://www.otsa.org.uk/school-to-school-support/ **Recruitment**: The OTSA Job Board is used by partner schools to advertise teaching and support staff posts. Applicant Profiles allow schools to link with potential future employees: https://jobs.otsa.org.uk/ **Discounts**: OTSA partner schools benefit from significant discounts from organisations including The Key for School Leadership and the Fischer Family Trust: https://www.otsa.org.uk/partner-benefits/	
Who should be contacted to find out more?	Adam Arnell OTSA Director adam@otsa.org.uk	Diane Jones OTSA Administrator diane@otsa.org.uk

The Mulberry Bush Outreach Team

Website:	www.mulberrybush.org.uk
Overview of what the organisation does:	The Mulberry Bush Organisation is a charity based in Oxfordshire. It runs a special school and children's home for children with social, emotional and mental health difficulties. Its Outreach Team provides attachment aware and trauma informed consultation, support and training for schools and social care providers.
What could you offer to Oxfordshire schools?	The Mulberry Bush Outreach Team can offer: • Child observation and staff workshops to help with challenging behaviour • Training on behaviour management, attachment and the impact of trauma • Team Teach training • TA network • Peer review • Leadership and management support • Educational psychology input • Nurture group support • Staff supervision • Bespoke consultation and whole school culture change projects To date, we have worked alongside over 400 schools and care settings across Oxfordshire and South East and South West England. Our work has varied from supporting teaching assistants and developing new strategies for vulnerable learners, to long-term whole-school projects developing a more therapeutic and nurturing environment.
Who should be contacted to find out more?	Kathy Smith: ksmith@mulberrybush.org.uk 01865 594700

Abingdon and Witney College

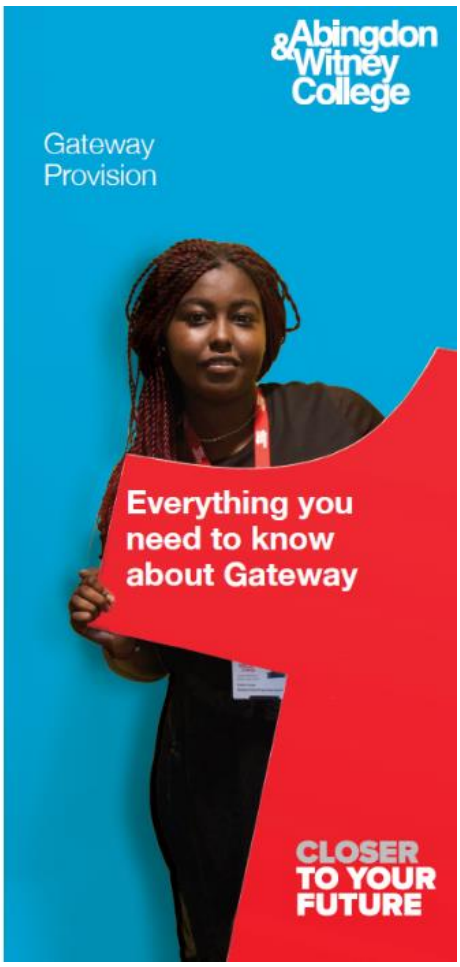
Website:	www.abingdon-witney.ac.uk
Overview of what the organisation does:	Abingdon & Witney College provides vocational courses for post-16 students, as well as Higher Education, part-time, apprenticeships and professional programmes.
What could you offer to Oxfordshire schools?	We work in partnership with Oxfordshire secondary schools to offer a bespoke range of Alternative Provision to meet individual needs of 14 to 16-year-old pupils.











Who should be contacted to find out more?	Iain Bilton (Head of Access to Learning) Iain.bilton@abingdon-witney.ac.uk Lisa Rideout (Curriculum Manager: 14-16 programmes) Lisa.rideout@abingdon-witney.ac.uk

Oxfordshire Association of Special School Headteachers

Overview of what the organisation does:	The Head Teachers in OASSH work together to develop and improve opportunities, standards and provision for young people in Special schools in Oxfordshire. OASSH is also committed to supporting the development of provision in mainstream settings and providing support to other organisations with an interest in Special education.
What could you offer to Oxfordshire schools?	OASSH exists to provide a forum for communication between the headteachers of the county's Special schools and Special academies, to facilitate the sharing of good practice. OASSH also serves to form a collective voice to support communication with the local authority, health services and social care, and influence decision making processes associated with Special education. Headteachers from OASSH represent the group on boards and initiatives across the County. OASSH also supports the mentoring of new headteachers and seeks to provide appropriate CPD opportunities across the schools. Membership of OASSH is inclusive of all headteachers of Oxfordshire Special schools. The organisation holds an annual conference each Autumn and meets once every half term at rotating member schools. There are also some sub-groups for member schools, including the Special School Data User Group (SSDUG) and the Deputies' Group (for senior leaders).
Who should be contacted to find out more?	For further details please contact Heidi Dennison or Simon Knight, OASSH Joint Chairs: - Headteacher@frankwise.oxon.sch.uk

Oxfordshire Governors' Association

Website:	http://oga4schoolgovernors.org.uk
Overview of what the organisation does:	The OGA is a voluntary association run 'by Governors for Governors'. OGA aims to further the education of pupils in Oxfordshire schools and to promote co-operation and good governance. The most important way that we do this is through our open meetings, which are usually held three times per year with topics of interest in the current education environment. Periodically, we also write to Governors via the network of clerks to inform them about our meetings and highlight key issues of which they should be aware. The organisation was established in 1995 to provide county-wide representation for school governors and to affiliate to the national representative organisation, now the National Governance Association (NGA), which represents governors' views at national level. A strong voice for governors and directors / trustees of state-funded schools is important in view of the considerable responsibilities they bear. OGA holds Local Association membership of NGA, but also actively encourages governing bodies to hold NGA membership in their own right in order to give everyone concerned, including clerks, access to NGA's information and guidance documents. All members of governing boards of state-funded schools (i.e. including academies and free schools) in the county are members of the Association. Though we ask schools to pay our very modest annual membership charge, there is no cost to individual Governors who attend our meetings. The officers and the executive committee are elected at the Annual General Meeting. The executive committee has representatives from across the county and across different types of school. Over recent years it has mainly comprised experienced governors from different kinds of schools, who bring with them a wide range of expertise and knowledge of governance, though we welcome all new members willing to work for the benefit of the community of schools.
What could you offer to Oxfordshire schools?	We run free open meetings on topics of current interest. We have useful information for Governors and alerts to current consultations both local and national on our website. We represent Oxfordshire Governors locally and nationally in a number of ways:

	LOCALLY • We have a non-voting member on the Oxfordshire County Council Education Scrutiny Committee. • We have representatives who attend the School Organisation Stakeholder Group. Both of these committees have minutes that are in the public domain. • We hold termly Consultation Meetings with OCC's Elected Representatives with responsibility for Schools, the Chair of Education Scrutiny, the Director for Children's Services and other Senior officers who run the Education Services in Oxfordshire. This allows us to take up key points and experiences with the people with the real political power to get issues raised and actioned. Notes from our recent meetings may be viewed on this website. • We have a representative on the **Workforce Steering Group** which does an excellent job of working on model policies for schools which have been approved by the relevant trade unions. • We have a representative on the Oxfordshire Strategic Schools Partnership which brings together representatives of educational organisations to provide strategic oversight for school improvement. • **Schools Forum:** Whilst Governor and Headteacher representatives are elected to Schools Forum, we have had OGA Executive representatives who also sit on Schools Forum since it was first convened in 2003 and currently the Chair of OGA also Chairs Schools Forum, and is currently a member of the F40 Executive, so we are closely involved in school funding issues. **NATIONALLY** Nationally OGA has Local Association membership of the National Governance Association. Usually at least one member of the Executive Committee attends National and Regional conferences, participating actively in any discussion to inform NGA of local concerns so that they can better represent Governors at local and national level. The representative(s) report back to the OGA Executive as appropriate. In the recent past and currently we have had Oxfordshire representation on the NGA board.
Who should be contacted to find out more?	http://oga4schoolgovernors.org.uk/contact-us/

Oxfordshire Primary Headteachers' Network

Overview of what the organisation does:	The Oxfordshire Primary Headteachers' Network is an opportunity for all primary headteachers to have a collective voice and to be represented on a number of different educational boards.
What could you offer to Oxfordshire schools?	The Oxfordshire Primary Headteachers' Network strives to create an environment where school leaders collaborate and support each other, with the aim of achieving the best possible outcomes for all primary aged school children. Network meetings are a forum where information can be shared and disseminated. They are held virtually, six times a year.
Who should be contacted to find out more?	If you would like more information, please contact one of the following headteachers: Steve Dew: head.3210@church-cowley-st-james.oxon.sch.uk Bryn Gibson: head.2563@harwell.oxon.sch.uk Angela Wheatcroft: head.3803@goring.oxon.sch.uk

Oxfordshire Secondary Schools Headteachers' Association (OSSHTA)

Overview of what the organisation does:	The prime purpose of OSSHTA is for leaders of secondary education to work together to champion and deliver young people's right to a high-quality secondary education in Oxfordshire's state-funded providers. We are a 'for Headteachers, by Headteachers' organisation. We aim to achieve our purpose through an organised, not bureaucratic, association of headteachers and principals, who meet regularly and maintain a supportive network with the following purpose: 1. To provide a forum for Oxfordshire Secondary Headteachers to learn from and with each other; 2. To be a voice for Oxfordshire Secondary Headteachers at a local and national level; 3. To engage in close liaison with the Local Authority in their work, developing and improving the delivery of statutory duties including Learner Engagement (Inclusion) provision; 4. To be a voice in sharing the changing system of education in Oxfordshire.
What could you offer to Oxfordshire schools?	The association is open to principals or headteachers of all state-funded schools / colleges / academies / UTCs etc. across Oxfordshire which provide education to secondary-aged students (i.e. those between the ages of 11 and 19). We recognise the diversity of educational establishments serving the secondary-aged population across Oxfordshire, and see that as a strength of the association.
Who should be contacted to find out more?	Carole McKivitt, OSSHTA Administrator Email: cmckivitt@fitzharrys.oxon.sch.uk

The School Health Nursing Service

Oxford Health NHS Foundation Trust

Website:	www.oxfordhealth.nhs.uk/school-health-nurses/
Overview of what the organisation does:	The school health nursing team are employed by Oxford Health NHS Foundation Trust and commissioned by Oxfordshire County Council. The team comprises trained nurses, many of whom have undertaken additional specialist training to support children and young people in a school setting. There is a school heath nurse (SHN) based in each secondary school and college across the County, with a small team of trained SHNs, community staff nurses and support staff who work with the primary schools. Safeguarding children and young people is at the centre of all our work and interventions. SHNs work closely with teaching staff and pastoral staff to provide support and guidance to students, to help them make healthy lifestyle choices. They work in partnership with school staff to deliver the Healthy Child Programme, offering young people evidence based preventative health care. Research identifies improving emotional and physical health can improve academic achievement, wellbeing and life chances.
What could you offer to Oxfordshire schools?	**SHNs offer a wide range of services in secondary schools and colleges which include:** • Support at transitional points in school life (Year 7, 11, 13). • Drop In access. • One-to-one support, face-to-face or by digital technology. • Students may self-refer, or be referred by a member of school staff for support on a wide range of issues e.g. Emotional health and wellbeing, Puberty and Sexual Health, Personal Health and Relationships, Healthy Eating and Physical Activity, Risky behaviours e.g. smoking cessation, alcohol advice. • Small Group Work: identified students may attend sessions of group work e.g. smoking cessation, self-esteem building, girls' or boys' 'nurture' groups. • Supporting students with their medications within school, particularly with reference to emergency medications such as adrenaline auto-injector pens, epilepsy treatments and asthma inhalers. We will also provide training for school teaching staff where required. • Supporting school curriculum PSHE and classroom teaching on specific health related topics.

	• Provide themed health information and promotions for all school students e.g. smoking cessation, exam stress and healthy eating, using display boards, the 'rolling screen' and assemblies. • Referrals and signposting to specialist services including CAMHS, Mental Health School Teams (as available), Early Help Assessment Services, Multi-Agency Assessment Hub, Contraception and Sexual Health Clinics, General Practitioners and Primary Care Services. • School-based contraception and sexual health services, in line with legal frameworks, specialist training and Patient Group Directives. This is a confidential service, available to all students. Our priority is to safeguard the health and wellbeing of young people at all times so information will be shared if it is felt the young person, or somebody else is unsafe or at risk of harm. We would always try to discuss this with the young person first. **Primary School SHNs** SHNs are linked with all primary schools and their focus is safeguarding children, undertaking annual health needs assessments on vulnerable children. SHNs are also involved in supporting children at transition points, entering school reception class and those in Year 6 classes preparing for secondary school, in addition to delivering the National Child Measuring Programme (NCMP).
Who should be contacted to find out more?	**Contacting the School Health Service** Primary schools are linked with named SHNs and have their contact details, while colleges and secondary schools have SHNs based in their establishments. For general enquires there is a generic email address: SHN.Oxfordshire@oxfordhealth.nhs.uk For more information visit our website: www.oxfordhealth.nhs.uk/school-health-nurses/ **Immunisations** School-aged immunisation programmes are delivered by the Immunisation Team, supported by the School Health Teams. Immunisations are delivered in accordance with the UK immunisation schedule. Contact: ImmunisationTeam@oxfordhealth.nhs.uk Further information available at https://www.nhs.uk/vaccinations

Oxford Brookes University

School of Education and the Centre for Educational Consultancy and Development (CECD)

Website:	https://www.brookes.ac.uk/school-of-education/ https://www.brookes.ac.uk/school-of-education/consultancy/
Overview of what the organisation does:	Oxford Brookes Centre for Educational Consultancy and Development (CECD) specialises in contract research, consultancy in the education sector, and in continuing professional development for teachers and educational professionals. The CECD is part of the School of Education at Oxford Brookes, which has a proud tradition of training teachers throughout Oxfordshire and beyond. The School of Education continues to provide initial teacher training in Primary, Secondary (School Direct only) and Further Education phases. The School of Education also offers a full range of Education courses at undergraduate and postgraduate level including an MA in Education, at doctoral level and at foundation degree level in association with partner colleges in the FE sector. The varied specialisms of our team allow us to provide excellent research, consultancy and training services across a broad range of fields.
What could you offer to Oxfordshire schools?	The CECD has extensive experience developing programmes specialising in Early Career Teacher support, SEND, ICT, Leadership and Management, Coaching and Mentoring, Primary Science, Maths, and Literacy, and training and developing skills for research in education. With our CPD programming, we also offer the option of transferring credit towards a postgraduate qualification in the School of Education (PGCert or MA in Education). **MA Education** The MA in Education is designed for teachers, lecturers and educational managers in primary, secondary and further and higher education, and for other professionals working in education, both in their early careers and with substantial experience in education. You can study the course at either our Harcourt Hill campus or via distance learning. As well as the MA Education, we offer other specialised courses on the MA Education: • MA Education – Childhood and Youth Studies • MA Education – TESOL • MA Education – Leadership and Management • MA Education – SEND • MA Education – Artist Teacher Practice

	Postgraduate Certificates You can enrol on the full MA Education or take a staged approach by studying one of our Postgraduate Certificates and subsequently bringing this in as credit to the full MA. Our PG CERTS include: • Advanced Study in SEMH Difficulties • Challenging Behaviour • Children's Literature • Early Childhood • ELT Writing Materials • Leadership and Management • PGCE without QTS • SENCO • Teaching Multilingual Learners • Understanding and Managing SEMH Difficulties • Working with Children with Literacy Difficulties • Artist Teacher Practice **Doctor of Education EdD** The Doctor of Education (EdD) is a professionally-focused, cohort-based doctorate, aimed primarily at experienced professionals working in education, health and related fields. You should normally have at least four years' experience in a relevant professional area, and should hold a good postgraduate master's degree from a recognised university. This course is an opportunity to pursue doctoral study in the context of your professional role, combining taught courses with independent research. Your work will enable you to develop and use advanced research skills and so become an independent, reflective and competent researcher. Our programme of study is structured specifically to meet the needs of people who are in full-time employment. Taught elements of the programme will be delivered both virtually and face-to-face. Teaching is normally held on Saturdays with a minimum of six days a year. This course is part time and takes between 4 – 7 years to complete.
Who should be contacted to find out more?	https://www.brookes.ac.uk/school-of-education/ https://www.brookes.ac.uk/school-of-education/consultancy/

University of Oxford, Department of Education

Website:	www.education.ox.ac.uk
Overview of what the organisation does:	The Department of Education is known nationally and internationally for both its teaching and its research. It provides full-time and part-time higher education programmes (at Doctoral, Masters and PGCE level) and also engages in research that focuses on all aspects of education. It also supports school-based teacher practitioner research and the promotion of educational research more widely to schools through the Oxford Education Deanery, which is based at the department: http://www.educationdeanery.ox.ac.uk/
What could you offer to Oxfordshire schools?	We already work closely with most of the secondary schools on Oxfordshire through the Oxford Internship Scheme (our PGCE programme) and through the work of the Oxford Education Deanery. As noted above, we can provide support in terms of school-based practitioner research through the Deanery. More widely, much of the research carried out at the Department of Education is world-leading and covers a wide range of areas, many of which are often highly relevant to schools (see website for further details). The department can offer: • Engagement in high quality teacher education through participation in the Oxford Internship Scheme (secondary only). • The opportunity for teachers to study for a part-time professional Masters programme, such as the MSc in Learning and Teaching or the MSc in Teacher Education. These programmes are designed specifically for teachers and are structured to take account of teachers' busy lives. • The opportunity for teachers to carry out research in their own school context through Action Research Fellowships which are supported by the Deanery. • A range of free public seminars, which take place every Monday during term, in additional to an annual public lecture. Details of our events can be found via: http://www.education.ox.ac.uk/news-events/events/
Who should be contacted to find out more?	Trevor Mutton, Director of Graduate Studies trevor.mutton@education.ox.ac.uk We would encourage any users to join our mailing list to receive the latest details about our research and resources, events and publications: www.education.ox.ac.uk/subscribe. We are also on Twitter @OxfordDeptofEd and LinkedIn https://www.linkedin.com/school/oxford-deptofed/

Oxford City and Oxfordshire District Councils

Websites:	Oxford City Council: https://www.oxford.gov.uk/ Cherwell District Council: https://www.cherwell.gov.uk/ South Oxfordshire District Council: http://www.southoxon.gov.uk/ Vale of White Horse District Council: http://www.whitehorsedc.gov.uk/ West Oxfordshire District Council: https://www.westoxon.gov.uk/
The main services provided by the five Oxfordshire district councils include: • community services – including activities for young people • elections • environmental health • housing • leisure and recreation • planning applications • waste collection	
Who should be contacted to find out more?	Please see separate weblinks.

Oxford Diocesan Board of Education (ODBE)

Website:	www.oxford.anglican.org/schools
Overview of what the organisation does:	The Oxford Diocesan Board of Education (ODBE) through our Services for Schools (S4S) provides a service level agreement for schools, academies and MATs. In addition, ODBE offers bespoke packages to suit the local context. We deliver church school effectiveness support from a team of experienced and expert teams that includes School, RE, SIAMS and Chaplaincy Advisers. They combine with our Premises Support Team, Admissions and Appeals Officer and Admin Team to support schools / academies, leadership teams (including governors) and school communities to serve the children and young people in their care. We work with Church of England and community schools, Oxfordshire County Council maintained schools, academies and multi-academy trusts, and with primary and secondary phases.
What could you offer to Oxfordshire schools?	The work of the ODBE team centres on the following tasks: • Improving and developing the distinctiveness and effectiveness of church schools. • Supporting schools in developing and confidently communicating their distinctive vision. • Offering an excellent school improvement service, working in partnership with local authorities and their external agencies as appropriate. • A Premises Team which provides support and advice to schools on a range of development, improvement and capital refurbishment matters. • In-house building, surveying and project management expertise. • Liaising with the Department for Education to secure grants and funding. • Providing SIAMS training for headteachers and governors to equip them to monitor and evaluate their school as a distinctive church school. • Fulfilling a strategic plan for succession and leadership within the diocese. • Supporting governors in their nurture of the Christian foundation of their schools. • Offering pastoral support for headteachers and staff. • Advising on religious education and its contribution to a school's distinctive vision and character. • Advising on acts and patterns of worship. • Supporting governors in the appointment of headteachers. • Supporting the headteacher appraisal process.

	• Assisting with the maintenance and improvement of *Aided* school buildings. • Representing the interests of church schools and liaising with local authorities. • Ensuring the continuing development, status and position of RE through engagement in SACREs throughout the diocese and involvement in national initiatives. • Managing the process and inspectorate of the statutory inspection of church schools (SIAMS). • Supporting and advising on academy conversion and working with academies and multi-academy trusts post-conversion.
Who should be contacted to find out more?	School Support Officer Tracy Makin will be able to direct queries: tracy.makin@oxford.anglican.org 01865 208242