



# Team Around the School (TAS)

## Guidance Document for: Schools, Core Partners & Specialist Support Services

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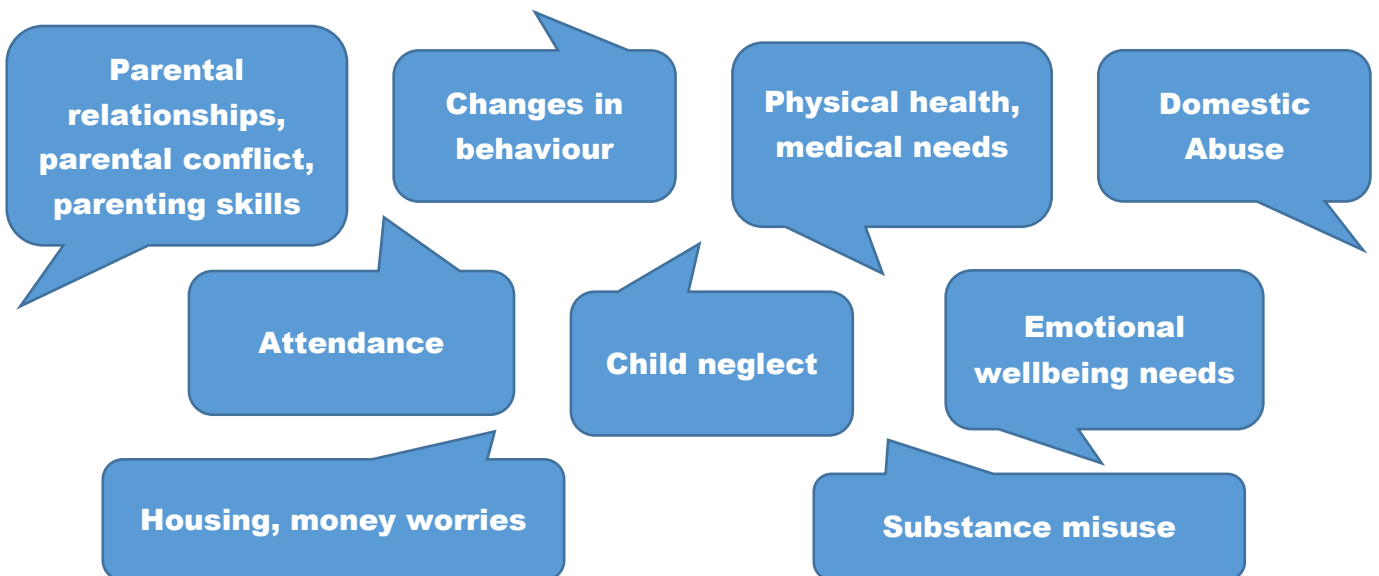
## What is the Team around the School (TAS)?

The Team around the School (TAS) delivery model is a child and family-centred, school led early intervention support programme that responds to identified need at the earliest opportunity. The TAS works with families to build their resilience and independence to find solutions that focus on prevention which over time will reduce an over reliance on services

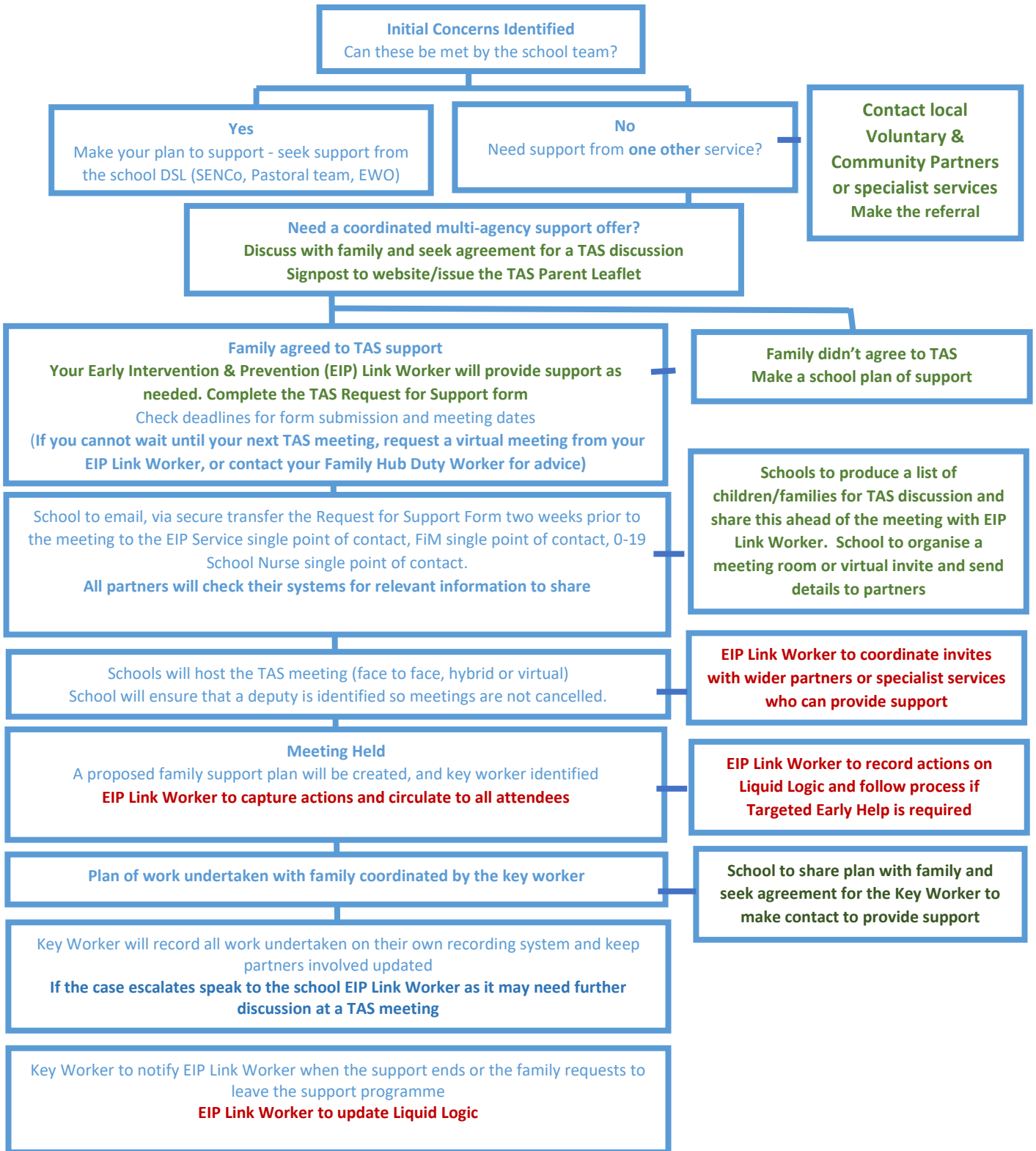
### Our aim is to:

- Refocus resources further “upstream” to identify emerging needs of children, young people and families to reduce the chance of problems getting worse
- Work with the whole family to identify and appreciate their strengths, access their existing supportive networks, and build new ones where needed to improve the family’s resilience, outcomes and family life
- Provide a range of early support to the whole family and address attendance, behaviour and emotional health and wellbeing as an early indicator that a child is not coping in school

## What types of concern can the TAS support?



# Team around the School (TAS) Delivery Model



School action
  EIP Link Worker action
  Everyone

## Who will be part of the TAS and attend meetings?

The Team around the School (TAS) will be made up of professionals from across the local authority and partner organisations; Early Intervention & Prevention Service (EIP), Future in Mind Partnership, WISENDSS Inclusion Advisory Teachers if a SEND need is a key factor, Educational Improvement Teacher (for secondary), School Nurse (for secondary) if a health need is identified. This core team will link with the school lead to provide a coordinated multi-agency approach to the early identification of need and to agree who is best placed to work with the family to provide the agreed support.

**When identified from the Request for Support form, specialist support from a wider group of professionals may be invited to the meeting to agree the support they can provide.**

All state funded schools in Wakefield have been allocated an EIP Link Worker and a Link Social Worker. Private schools can access TAS support for a Wakefield child [contact your local Family Hub](#) and ask to speak to the Duty worker. The Link Worker is the school's first point of contact to have a local conversation about any child or family where there is a concern, to provide support, advice and guidance and when necessary to support a referral to the TAS meeting.

## Who are my TAS Contacts? School to complete based on information provided

Role	Name	Contact Details & Single Point of Access Details
<b>EIP Link Worker</b>		
<b>Link Social Worker</b>		
<b>Future in Mind Practitioner</b>		
<b>Educational Improvement Teacher</b>		
<b>WISENDSS Inclusion Advisory Teachers</b>		
<b>School Nurse</b>		
<b>EIP Duty Contact</b>		
Intervention Support Contact Details		
<b>Local Family Hub</b>		
<b>Local Youth Hub</b>		

## What is the operating model for the TAS?

Wherever possible support will continue to be offered through school staff or in consultation with other services/organisations where a single agency response is needed. In these cases, the school is expected to follow existing procedures. The TAS will work with the **'whole family'** using restorative and holistic approaches where school leads have identified children, young people and families who they have a concern about.

## What if I just want advice and guidance about a single concern?

If you know which service needs to be involved, please contact them, and agree the support required. The EIP link worker will be able to provide information on local support services and the voluntary and community sector early help offer.

If you require an intervention such as a parenting course, please contact your local Family Hub.

Where it has been identified that a number of parents/carers from one school requires an intervention, in discussion with your link worker, we may be able to accommodate an intervention hosted in school.

If you want support and advice for inclusion in the classroom / school with their SEND needs, please raise with the WISENDSS key contact at the planning meeting with the SENCo

If you require an intervention from the Future in Mind Partnership, please discuss this in your FiM Practitioner as a Whole School Approach intervention may support your school to meet the emotional wellbeing needs of a cohort of pupils/staff/parents/carers within the school community.

If a child/young person has a social worker, and advice is needed specifically relating to emotional wellbeing/mental health then advice can still be accessed from your allocated FiM practitioner. Please contact them to arrange a consultation

## What is the role of the school?

### You will:

- Identify who is your Team around the School lead who will ensure that links and good communication takes place across the school between Safeguarding, SENCo and Pastoral leads
- Identify a TAS deputy so that meetings always go ahead as planned when school leads are unavailable
- Review if the concern can be dealt in your team following your existing procedures
- Refer the child to a single agency who can provide support to the child/young person/family
- **Seek agreement from parents/carers** to discuss the concern in a TAS meeting and issue or signpost them to the school or [WFT website](#) for an electronic copy of the TAS Parent Information Leaflet
- **Have an initial conversation with your EIP Link Worker**, prior to a TAS meeting, to firm up the list of families to discuss in the TAS meeting.
- Complete the Request for Support form with full details of your concerns, this template will also act as the early help assessment.
- Use a secure transfer method email the completed Request for Support form to the single point of access for the; EIP Service, Future in Mind and 0-19 School Nurse
- **Ensure the form is sent two weeks** in advance of the pre-planned meeting (see contact list above) email using the subject heading **TAS Request for Support/school name**
- Use the password **provided by your EIP link worker** to protect your document. **If the form is late the meeting may not be able to go ahead.** Please telephone your local Family Hub if you have any difficulties.
- Host the TAS meeting; school to provide suitable premises for the meeting to take place, and agree the date/time of the meeting with their EIP Link Worker and FiM Practitioner, **send a diary** for a face to face, virtual platform or combination of both to all core TAS members
- **Keep the family informed** after every TAS meeting of who will be their key worker and provide their contact details. Ensure they know the key worker will contact them.
- Notify your EIP Link Worker of the date when the case is completed if held by the school

- **Lead on Transition** from Y6 to Y7 to ensure good handover of TAS cases held by the school
- **Prior to any school holiday period**, were a school holds a case, if a member of the team will not continue to support the family, please **put a plan in place** to cover this period and provide contact details of your local Family Hub so that families can seek additional support, if needed, **until the school reopens**.

## What is the role of the TAS Link Worker and Core Team?

### We will:

- On receipt of the Request for Support Form the core team will check own case recording systems for relevant information in advance of the meeting to share
- Open/start a case record on Liquid Logic or Systm One
- **EIP Link Worker to invite relevant specialist services/partner agencies** as appropriate based on case recording information and/or information provided by the school. If a health need is identified invite the school nurse to the meeting.
- Work with the TAS partners to agree who will chair the meeting and who will minute the meeting
- **EIP Link Worker and FiM** will record advice, guidance and decisions on case recording system and the EIP Link worker will start the **family plan** in the meeting, this plan will be circulated after the meeting.
- Agree which service/team/person is best placed to provide support to the family in the meeting, the identified key worker will record the work undertaken on their own case recording system
- **Return to a TAS meeting** if concerned that an allocated case is escalating and not progressing as planned for further intervention and support
- **EIP Link Worker** may undertake a consultation with a school when a case is presented that needs more timely discussion and allocation prior to the next planned meeting.
- Following the meeting or consultation the key worker will work with the family to build on the family plan started in the TAS meeting to agree an appropriate package of support.
- Support schools to ensure effective Transition from Y6 to Y7 on TAS cases
- **EIP Link workers will follow up schools/partners a fortnight after meetings** to ensure agreed actions for children, young people and families working with the school and partners are progressing, additional support to be offered if needed.

## How often will the meetings be held?

Primary School  
Low level need  
Request slot at half-termly  
Cluster Virtual TAS Meeting

Primary School  
Medium/high level of need  
one per half-term

Secondary Schools  
Monthly meeting  
(FiM to attend 2 meetings  
per term)

- **Primary schools** will be informed by their EIP Link Worker which TAS meeting arrangement will be in place for their school, this will be reviewed on a termly basis.
- All meetings will be held on a regular pre-planned cycle and diarised for the full year
- All meetings will last approx. 2-3 hours with a 20 minute time slot to discuss each family. These will be face to face where possible, specialist services may join on-line to provide input into specific cases.
- **Dedicated FiM Practitioner** time will be allocated to support a TAS meeting with a 1hr Joint TAS and FiM session and a 1hr to FiM dedicated session at the end of the meeting to

provide emotional wellbeing needs of a cohort of pupils/staff/parents carers within the school community.

- Where a concern needs a more immediate response a telephone/virtual meeting can be arranged with your EIP Link Worker or Family Hub Duty worker to discuss the case.
- **Secondary schools** will be offered 3 meetings per term (one each month). The FiM team will attend 2 out of the 3 meetings.

## What is the format of a TAS meeting?

### Agenda

- Welcome and introductions
- Request for support discussed school highlighting strengths and concerns in the family
- Partners share relevant, appropriate information held on case recording systems
- School to outline what's been tried already?
- Partners agree available support and agree who will be the key worker
- Draft family plan of support outlined and recorded

## What will happen after the TAS meeting?

The **school** will talk through the available support and inform the family of who will be their key worker. If any specialist referrals are required, the school will seek agreement from the family to pass on their details or help them to complete any referral forms.

The agreed key worker will progress the case and contact the family to create a family plan of support. The key worker will liaise with other professionals and services as appropriate.

## What is the TAS not used for?

**The Team around the School approach is not intended to replace safeguarding procedures or where families are already working with a Social Worker or known to Targeted Early Help.**

If the family is already open to Social Care or Targeted Early Help, please link with their current worker as a TAS meeting is not necessary. If you are unsure, please contact your local Family Hub who can advise on any open cases and the named worker to contact so that you can speak directly to that worker.

If the young person is open to CAMHS with an allocated CAMHS worker these discussions should be held with the care team and their allocated worker. The TAS is not for urgent presentations regarding a young person's emotional wellbeing and mental health please contact the CAMHS SPA 01977 735865 for further advice.

**The TAS does not replace your existing safeguarding processes. If you have a child protection concern/child is a risk or currently suffering significant harm, please speak to the Integrated Front Door for a consultation. If requested complete the MARF so that further screening by social care can take place and a decision made on whether the case meets the threshold for statutory intervention (Level 4 on the continuum of need). Click on the link [HERE](#)**

## What is the link between the TAS and Inclusion Panel?

We recognise that children sometimes communicate external pressures via their behaviours in school, as a result of family issues such as parental conflict. This behaviour can usually be managed by your school, for example by providing a calm, caring and supportive environment, making reasonable adjustments and also using TAS and other services to support the child and the family situation. Where the behaviour fits into this category and is extreme and disruptive, you are making reasonable adjustments, and TAS options and support have been exhausted, our



Inclusion Panels operate as a separate, collaborative system between Headteacher and LA representatives to support pupils and schools. You can find more details regarding the strict criteria for applying to Inclusion Panels and how to request support by following this link: [Inclusion Review - Resources | Wakefield Traded Services](#)

## What is the role of the Key Worker?

At the Team around the School meeting, a key worker will be identified to work with the family and create their family plan. This could be allocated to the school, targeted early help, educational lead, health colleague or voluntary sector partner depending on levels of need and main focus of the proposed plan.

- The role of the key worker is to take forward the proposed family plan
- It is important that the key worker has / develops a good relationship with the child and their family and is best placed to support them to take the interventions forward.
- It is important that the family feels they have ownership of their family plan and are involved as much as possible.
- The key worker will regularly update the family plan and help to coordinate services/support on behalf of the family
- The key worker will record any work undertaken on their own organisation's systems / records.
- If the concern escalates or the case doesn't progress as planned the key worker can consult with their EIP Link Worker for guidance and support; this could result in the case coming back to a future TAS meeting.

## How should schools approach Information Sharing and compliance with GDPR?

**All schools have been asked to sign the 'Team around' Information Sharing Agreement, please ensure your school has signed and returned this agreement.**

The TAS is an early help multi-agency delivery model and as such is a voluntary support programme. It is expected that prior to any discussion taking place the school will have made the parents/carers aware of their concerns and explained the support available from the TAS and wider services so that they can make an informed decision on whether to accept the support. Schools are asked to provide parents/carers with the **Family Hub & TAS Information Leaflet** or signpost them to an e-copy on the school or [Wakefield Families Together website](#)

A clear Privacy Notice must be made available to parents/carers by the school explaining how their information will be used, shared, recorded, and stored as part of discussions with professionals in order to identify and access the most appropriate support along with information that explains to parents/carers their right to withdraw from support at any time.

All information will be shared in accordance with the General Data Protection Regulation (GDPR). The TAS will follow the seven golden rules for information sharing as set out in Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers - Working Together 2018.

It is considered good practice that the school publish, on their website, open and honest information on the Wakefield Families Together 'Team around the School' model of support. This promotion will help families to become familiar with the early help support available through the school to address concerns they may have about their child and to support families at times of difficulty and when they find it hard to cope with day to day family life. This level of transparency will enable Wakefield Families Together to provide help to families at the earliest opportunity.

# Wakefield Families Together

## Team around the School Request for Support Form



**This form should be completed following a discussion with your EIP Link Worker. You must provide details of the child, young person and their family 2 weeks prior to the Team around the School (TAS) meeting to allow sufficient time for partners to review their case recording systems.**

All concerns must always be discussed with the family with an explanation of how the Team around the School could provide a package of support when families are finding times hard and have difficulty coping, which may include; attendance, behaviour, neglect, financial hardship & housing needs, domestic abuse / parental conflict, mental health or other health concerns, substance misuse.

If a family would like to accept the offer of support, please explain that the TAS is made up of professionals from the Early Intervention & Prevention Service, FiM Partnership, Education Improvement or WISENDSS Inclusion Advisory Teachers, the School Nurse and school lead. Explain that professionals will share their records to inform so discussion so that, a whole family support package can be identified. Inform the family that they can withdraw from the support provided at any time.

- Please tick to confirm that the concerns have been discussed with the family they have agreed to a TAS Meeting
- Please tick to confirm if the case is for the Future in Mind meeting
- Please tick to confirm if the concern is for the Joint TAS meeting which includes FiM partnership

<b>Name of school:</b>		<b>Date of request for Support:</b>	
<b>Staff / Practitioner Name:</b>		<b>Phone and email address:</b>	
<b>Child's Name:</b>	<b>DOB</b>	<b>Address and contact details:</b>	<b>Ethnicity</b>
<b>Parent/carer name (if different):</b>			
<b>Parent/carer name (if different):</b>			
<b>Sibling:</b>			
<b>Sibling:</b>			
<b>Sibling:</b>			

<b>GP &amp; address of surgery:</b>		
<p><b>What are you worried about?</b> Please include child/young person's emotional wellbeing (mood, anxiety, sleep, appetite), behaviour at home and school, any relevant family issues</p>	<p><b>What's working well?</b> Please include child/young person's emotional wellbeing (mood, anxiety, sleep, appetite), behaviour at home and school, any relevant family issues</p>	<p><b>What would help to ease this concern?</b></p>
<p><b>What does the child/family need help with?</b></p>	<p><b>What is the young person's/family's strengths?</b></p> <p><b>What support network do the family have?</b></p>	<p><b>What have you already tried?</b></p> <p><b>What impact did this have?</b></p>

**Parents views:**

**Child/young person's views:**

**Meeting notes – Decisions, Allocation & Agreements – Record live on to Liquid Logic (if possible)**

**Date of Meeting:**

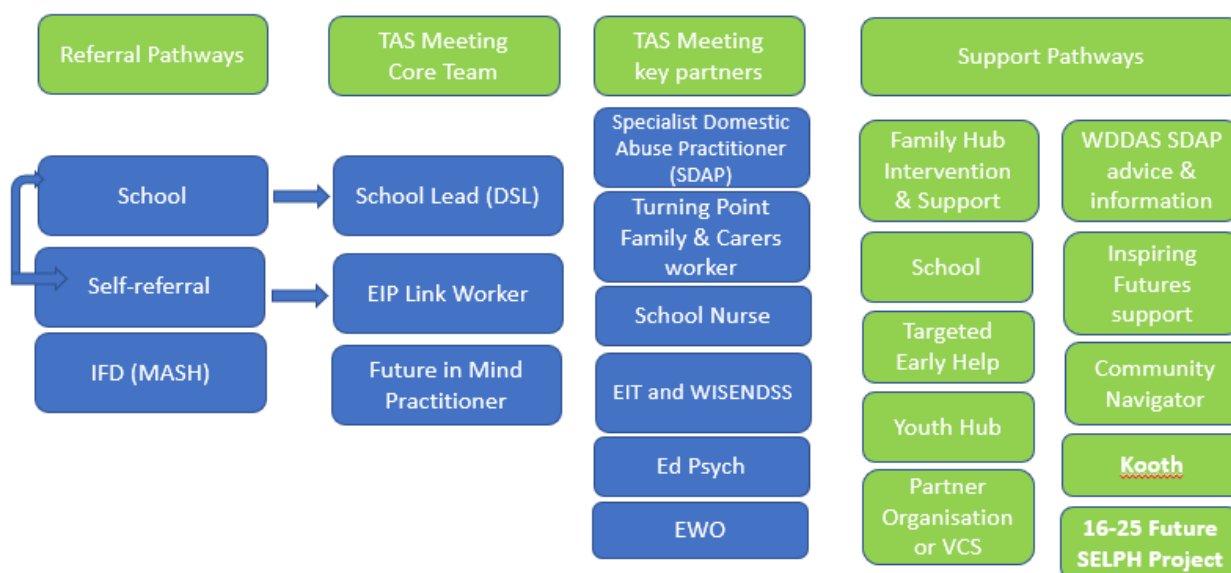
**Attendees:**

**Headline information discussed/shared in the meeting:**

<b>Family Plan (details of support)</b>	<b>Lead</b>	<b>Timescale</b>



## Team around the School – Pathways



### Wakefield District Domestic Abuse Service (WDDAS)

WDDAS can support the TAS by providing specialist advice and guidance around issues of domestic abuse. Each cluster has a named Specialist Domestic Abuse Practitioner (SDAP) which can be contacted to request advice and support and if necessary, attend the TAS meeting where there are concerns around domestic abuse and a referral is being considered to WDDAS.

The SDAPs can offer support to professionals around the TAS as to whether a referral to WDDAS is appropriate and how to approach the victim to discuss the support that WDDAS can offer if they are currently suffering from domestic abuse. Professionals should be making these referrals and completing a DASH risk assessment alongside the referral. SDAPs can provide advice and guidance on how to complete the DASH if required. (Formal training is also available across the Wakefield District open to all professionals.

Any enquires please email [daforum@wakefield.gov.uk](mailto:daforum@wakefield.gov.uk) or contact Pat Shipp or Nicola Manson on 01924 305004).

SDAPs can also signpost to other services for support around experiences of historical domestic abuse that are still affecting the family.

All referrals referred to WDDAS need to be completed with the agreement of the victim.

The allocated SDAPs for each cluster are as follows:

- Amanda Bowen - South East
- Gemma Hinds - Pontefract and Knottingley

- Vicky Philips - Castleford and Airedale
- Katie Harber – South-West
- Lisa Wade – Normanton and Featherstone
- Ruth Harden and Jo Greene – Wakefield Central and North West



## Inspiring Futures

Turning Point – Inspiring Futures are the Young Person, Families and Carers Service in Wakefield. Based in Wakefield City Centre, we offer a district outreach service to community settings and external agencies in partnership with South-West Yorkshire Partnership Foundation Trust.

The Young Persons, Young Adults, Families & Carers Drug & Alcohol Service is a dedicated specialist service for those under 25 and their families. This confidential service covers the Wakefield District and is flexible so can meet wherever works for you - school, youth club or somewhere else. We can contribute to a TAS meeting to offer:

- Outreach – meet wherever it suits
- Education about drugs and alcohol, by providing Young People and Professionals basic awareness workshops.
- 1:1 support and space to talk things through
- Support to look at drug or alcohol use. Help with deciding what changes Service users may want to make with support to cut down, quit and gain control
- Access to support from our mental health nurse from SWYPFT linked to CAMHS.
- Access to detoxification if required.
- Support for families and carers from our two family and carers workers.
- Family-line - a free helpline for family members over the age of 18 which offers befriending and counselling support Monday to Friday 9am to 9pm and a text crisis line outside of these hours.
- Hidden Harm support

To make a referral – Call: 0300 123 1912 or Email: [wakefield-IF@turning-point.co.uk](mailto:wakefield-IF@turning-point.co.uk)

Referrals for the service are made up of self-referrals, GP, social services, schools, children’s homes and Pupil Referral Units. Turning Point welcome referrals for young people up to the age of 25 who have a substance misuse issue or affected by parental substance misuse. They take each individual’s age and experiences into account so we can assess what strategies can be put into place to build up resilience and confidence.

### **Wakefield Inclusion Special Educational Needs and Disabilities Support Service (WISENDSS)**

The main route for WISENDSS support is between the key school contact and Advisory Teacher who will discuss any potential child, young person or wider family support needs.

When discussing cases to bring to a TAS meeting with the school EIP Link Worker if WISENDSS support is required for additional advice and support for SEND needs that are impacting on access to education an invite should be made to the service. The Advisory Teacher may attend or send information to contribute to the TAS meeting to inform about

work already being provided in school. Schools should already have this information so may not require direct input into the TAS meeting but would instead use existing information sharing processes.

### **Educational Psychology Service**

The Educational Psychology Service (EPS) have committed to attending TAS meetings for specialist settings (Kingsland, Highfield, Oakfield Park, High Well) and Pupil Referral Units. For all other primary and secondary settings who hold a Service Level Agreement with the EPS, attendance at the TAS should be discussed with the school's allocated Educational Psychologist.

In attending the TAS meeting, EPs can use their expertise in child and adolescent development to contribute to the shared discussion with other partner services in order to clarify current concerns and factors impacting on a young person's engagement with, and success within, education. If there has been previous involvement from the EPS with the young person, pertinent information may be shared within the TAS discussion. EPs may be able to offer immediate advice and guidance within the TAS meeting to support the school in addressing areas of need, which may include engagement and attendance; progress and learning; and social emotional and mental health needs. Through contribution to the collaborative consultation, EPs can support identification of appropriate services to offer support for the young person and next steps for the school. Should it be considered that EPS involvement may be helpful, for example to undertake an assessment, engage in direct therapeutic intervention or to offer further consultation with school staff, school can decide to raise the young person for further discussion at the next planning meeting between the allocated EP and school SENCo, in line with EPS processes for referrals.