

# Children's Services in Birmingham

## Guide for Professionals



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# Introduction

**Birmingham is changing the way services are delivered to children, young people and their families, in partnership with health, the police, and the voluntary sectors.**

The joint priorities for Birmingham are to improve outcomes for children, young people and families in the city, in particular:

- protect children from significant harm
- improve engagement in learning and achievement in education
- reduce health inequalities.

A new model of service has been introduced for a number of reasons:

1. the Ofsted inspection and Improvement Notice from the Department for Education in 2010 made it clear that while improvements had been made in children's services, previous arrangements were not strong enough to protect the most vulnerable children and young people in the city
2. the Government cuts in funding, which mean that public services, including local government, police, voluntary sector, are required to make significant savings this year and over the next few years. This means they are having to remodel their services to ensure they can meet their priorities with reduced budgets and a reduced workforce. The NHS is remodelling its services to meet priorities with increasing demand on the same resources.

Many aspects of the new model of service will come into effect in September 2011.

A critical element of the new model is that children and young people will have their needs met as close to where they live as possible. As such, the city has been divided into four geographical areas: East / North / South / West and Central, which have then been subdivided into sixteen delivery areas called 'localities', which are based upon school consortia and children's centre reach areas (see Appendix).



Please note there are some overlaps between the schools consortia and the Integrated Access Team areas. Arrangements are in place to ensure that referrals into the Integrated Access Teams will be appropriately directed to the Integrated Family Support Teams.

This guide describes changes to the City Council's children's services to improve access and our response to children and their families who need support. The new arrangements are part of the multi-agency work with families and all the teams described here work very closely with our specialist services and with our partners in schools, children's centres, health, police, other parts of the council and voluntary and community organisations.

The purpose of this document is to provide professionals who work with children with an overview of the services and functions that fit into the new model of service.

The Referral Pathways diagram on page 18 will enable you to see how the different teams and services interlink.

The Referral Scenarios are fictional case studies which identify children with varying needs within Levels 1 to 4 of the Common Assessment Framework Wellbeing Model 'Windscreen'. They are designed to help you understand the pathways of referral, to ensure that children and families are receiving the right support from the right people, at the right time.

Each scenario provides:

- background information including family composition and circumstances
- a summary of the activities which would take place in order to respond to the child and family's needs
- identification of the different agencies involved in the process
- a demonstration of how this approach is more beneficial for the family involved, and the agencies working with that family.

If you need further information about the Wellbeing Model 'Windscreen', please refer to [www.birmingham.gov.uk/caf](http://www.birmingham.gov.uk/caf) which provides training information, forms and documentation, including the Children's Wellbeing Model 'Windscreen' user guide.



# Service Overview

# Integrated Access Teams

Birmingham is changing the way services are delivered to children, young people and their families, in partnership with health, the police, and the voluntary sectors.

This fact sheet provides an overview of the Integrated Access Teams, which will form a key part of the new model of service for children's services in Birmingham.

## WHAT ARE INTEGRATED ACCESS TEAMS?

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Integrated Access Teams will provide a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child.

Integrated Access Teams will provide:

- an accessible and responsive service
- screening assessments to determine appropriate action
- advice about support available
- referrals to the most appropriate services.

## HOW MANY INTEGRATED ACCESS TEAMS ARE THERE AND WHERE WILL THEY BE BASED?

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There will be four Integrated Access Teams with one team located in each of the four geographical areas.

Each team will include:

- Referral and Advice Officers who will:
  - collect information about the referral
  - screen databases to establish whether there has been any previous involvement from children's services
  - input data
  - make a recommendation on the outcome of the referral
- Social Workers who will analyse information relating to complex referrals
- Integrated Family Support Worker
- Team Manager
- Data Administrator.

## WHAT INFORMATION WILL THE INTEGRATED ACCESS TEAMS NEED TO RESPOND TO A REFERRAL?

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The Integrated Access Teams will need basic information about the child, family composition and nature of the issue. In all cases (with the exception of urgent referrals), professionals will need to have undertaken a Common Assessment Framework assessment before contacting the Integrated Access Teams. Completed Common Assessment Frameworks will be used as the multi-agency referral form into Integrated Access Teams.

## WHICH INTEGRATED ACCESS TEAM DO YOU NEED TO CONTACT?

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The referral should be made to the Integrated Access Team in the area where the child lives. If uncertain, contact any of the Integrated Access Teams who will be able to assist and advise.

## WHAT WILL HAPPEN WITH THE REFERRAL?

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Referrals which are deemed urgent will be dealt with within 24 hours and non-urgent referrals within three days of receipt.

Once the referral has been accepted, there are four possible outcomes:

1. referral to the Children's Social Care First Response Team for Level 4 and child protection referrals and where 'significant harm' is either evident or suspected
2. referral to Integrated Family Support Teams for Level 2 and 3 referrals
3. advise that a Common Assessment Framework needs to be undertaken within a universal setting
4. advice and signposting to universal settings for Level 1 referrals.

## WHAT ARE THE BENEFITS?

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- The child will be linked promptly to the most appropriate service to ensure they receive the right level of support at the right time.
- A reduction in avoidable referrals to Children's Social Care, enabling them to concentrate on the most complex cases.
- Improvements in user satisfaction through improved response times and appropriate referral on to relevant professionals.

## WHEN WILL THE INTEGRATED ACCESS TEAMS BE INTRODUCED?

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The four Integrated Access Teams will be introduced from 12 September 2011.

## HOW CAN I CONTACT THE INTEGRATED ACCESS TEAMS?

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Area Integrated Access Team	Phone Number	Email Address
North	0121 464 8022	IAT.North@birmingham.gov.uk
West and Central	0121 303 4362	IAT.West&Central@birmingham.gov.uk
East	0121 303 6541	IAT.East@birmingham.gov.uk
South	0121 303 1888	IAT.South@birmingham.gov.uk

Outside office hours the Emergency Duty Team can be contacted on 0121 675 4806

# Integrated Family Support Teams

Birmingham City Council, as part of its journey towards excellence, has changed the way services are delivered to children, young people and their families, in partnership with health, the police, and the voluntary sectors.

This fact sheet provides an overview of the Integrated Family Support Teams, which is a preventative service that forms a key part of the new model of children's services in Birmingham.

## WHAT IS AN INTEGRATED FAMILY SUPPORT TEAM?

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The Integrated Family Support Team service was established in September 2011. It brings together professionals from a range of children's services.

The overall aim of these teams is to support the early identification of children (up to 18 years of age) and their families who require additional help and prevent an unnecessary escalation of need which then requires a specialist service.

There are 16 teams working in defined areas that fit with school consortia and children's centre reach areas. The teams link directly with universal services and, in most localities, are based within a Children's Centre.

The teams also have access to a targeted youth activity service that offers a key worker service to support 13 to 18 year olds where needed and promotes their inclusion in universal services.

The services provided are time limited and will be reviewed every 3 months. It is expected that the maximum period of intervention will normally be 6 months.

## WHAT SERVICES DOES THE INTEGRATED FAMILY SUPPORT TEAM OFFER?

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- Leading / supporting the CAF assessment process through engagement with families and a wide range of agencies.
- Home visits including joint visits with other agencies.
- Parenting advice / programmes and direct support – routines, boundaries, behaviour management techniques.
- Family mediation and referral to further specialist intervention where required
- Supporting families to access benefits and budgeting advice.
- One to one sessions with child / young person on a wide range of issues including career aspirations; anger management; sexual health; offending; and drug /alcohol misuse.
- Attendance advice and support to promote school engagement.
- Providing advice and guidance to families in their applications to charities.
- Providing advocacy and referrals in respect of other agencies for counselling services, parenting programmes, child care provision and after school clubs / holiday play schemes; careers advice.

## CASEWORK PRIORITIES

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1. Within a preventative context (as defined by Level 3 of the Windscreen Model) to work with parents to minimise the impact to the wellbeing of children due to parental Domestic Abuse, Mental Health, Drugs and Alcohol use.
2. Prevent family breakdown and the escalation of children to specialist services who do not require one.
3. Identify children who require a specialist service and ensure swift and easy access.
4. Work with schools and partners to support children, young people and their families overcome barriers to learning which are linked to parenting/home environment.
5. Work closely with Children's Social Care services to provide a 'step up' or 'step down' service for instances when progress is not being made or a specialist service is no longer required but a targeted package of support to prevent needs re-escalating.

## HOW DO FAMILIES ACCESS THE INTEGRATED FAMILY SUPPORT TEAM SERVICE?

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With the exception of Schools and Children's Centres who are able to access IFSTs directly via a professional discussion, access to the service is via the area based Integrated Access Teams. It is expected that generally referring agencies would have completed a CAF unless a more comprehensive assessment has been completed by a Specialist Service ie an Initial/Core Assessment.

## WHAT ARE THE BENEFITS?

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- Integrated Family Support Teams include professionals from a range of services, so they can work effectively together to meet the needs of the child and family.
- Integrated Family Support Teams will reduce the number of cases held and referred to children's social care – enabling social workers to focus on dealing with the most complex and critical cases.
- Each school and Children's Centre is allocated a named link worker from the Integrated Family Support Team who will be their professional link to family support services and accessible as their first point of contact.
- School linked Integrated Family Support Team staff will address whole school approaches to support and engage with families more efficiently in relation to school related issues.
- Improved access to a wide range of partnership services including youth services, employment initiatives and other school / family support services.
- Integrated Family Support Teams will support families when moving address or school placements, to ensure continuity of services.

# Children's Social Care

Birmingham is changing the way services are delivered to children, young people and their families, in partnership with health, the police, and the voluntary sectors.

This fact sheet provides an overview of the teams and services which will form a key part of the new model of service for Children's Social Care including:

- First Response Teams
- Safeguarding Service
- Children in Care Service
- After Care Service

These services will be based and managed in the four geographical areas of the city.

## FIRST RESPONSE TEAMS

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First Response Teams will deal with referrals related to child protection concerns, or issues around the safeguarding of a child who may be at risk of significant harm. Work will either come in via the Integrated Access Teams or through the Integrated Family Support Teams when more formal statutory input is required.

The teams will be made up of:

- Senior Practitioner
- Social Workers
- Access and Referral Officers and;
- work is underway to develop Multi-Agency Safeguarding Hubs that will include both police officers and health staff. It is intended to pilot this in the south of the city initially.

They will:

- undertake initial intensive assessment work
- undertake Child Protection investigations
- provide an early assessment of risk
- set out plans for longer term intervention with families where needed.

## SAFEGUARDING SERVICE

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The majority of children known to social care will be held within this service. The Safeguarding Service will:

- manage children subject to Child Protection or Child in Need Plans
- manage children in care for short periods under voluntary arrangements
- initiate and see through court proceedings, where it is not possible to secure safety for a child at home.

## CHILDREN IN CARE SERVICE

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The Children in Care Service will strengthen the support provided to children who are likely to remain in Council care for a considerable period of time – for some this could be the majority of their childhood.

The service will:

- respond to daily and short-term needs of the child, whilst delivering a longer-term plan
- maintain the stability of placements
- improve health and educational outcomes and celebrate achievements
- prevent drift in the care system.

The Children in Care Service will remain responsible for young people until they reach 18, therefore absorbing some of the provision currently within the Leaving Care Service. The Children in Care Service will build up effective working relationships with the children in care, Child and Adolescent Mental Health Service and the Looked After Children Education Service.

Children will leave this service once a permanency plan can be delivered, either through adoption, residence orders, special guardianship, return home or transition to adulthood.

## AFTER CARE SERVICE

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After Care will provide services to young people who require ongoing support as they leave the care system. They support young people to get into further and higher education, training and employment, help with housing, support them as young parents and, where appropriate, assist with transition into adult services to enable independent living.

## WHAT ARE THE BENEFITS?

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- Coordinated and more timely responses.
- Easier communication between agencies.
- Service areas that will allow for more specialist knowledge and expertise to be developed.
- Ease of transition for children within the service.
- Integrated Access Teams and Integrated Family Support Teams will reduce the number of cases referred to and held by children's social care, enabling social workers to focus on dealing with the most complex and critical cases.



# Disabled Children's Social Care

Birmingham is changing the way services are delivered to children, young people and their families, in partnership with health, the police, and the voluntary sectors.

This fact sheet provides an overview of the teams which will form a key part of the new model for Disabled Children's Social Care including:

- Disabled Children's First Response and Occupational Therapy Teams
- Disabled Children's Integrated Family Support Team
- Disabled Children's Safeguarding and Support Teams
- Disabled Children in Care and Safeguarding Team.

These teams will offer a citywide service.

## DISABLED CHILDREN'S FIRST RESPONSE AND OCCUPATIONAL THERAPY TEAMS

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Integrated Access Teams and the Disabled Children's Integrated Family Support Team will direct requests for involvement to the Disabled Children's First Response and Occupational Therapy teams.

The First Response Team will be made up of social workers who will:

- undertake initial intensive assessment work
- provide signposting to resources available in the community
- develop appropriate packages of support based on identified need
- set out plans for longer term intervention with families where needed.

Both teams will work closely with specialist providers and partner agencies e.g. health, Special Educational Needs Assessment and Review Teams and the voluntary sector to provide integrated and specialist assessments for children with complex needs and disability.

## DISABLED CHILDREN'S INTEGRATED FAMILY SUPPORT TEAM

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The Disabled Children's Integrated Family Support Team will provide support to disabled children with Level 3 substantial needs, following assessment via Early Support, Common Assessment Framework or Specialist Initial Assessment. Regular coordinated packages of support will be provided including Short Breaks and Direct Payments; in addition to targeted programmes and support to access universal services.

The Disabled Children's Integrated Family Support Team will be made up mainly of family support workers, with access to social work expertise. Initially work will come from the Disabled Children's First Response and Safeguarding and Support Teams.

The Disabled Children's Integrated Family Support Team will:

- ensure there is a lead professional to coordinate services for the child, even if they are not from the Disabled Children's Integrated Family Support Team
- review needs and packages of support via Short Break Plans or Integrated Support Plans
- provide signposting, information and promote self-help to families

- work with local partners including children’s centres, schools, health services and voluntary sector to make best use of community resources
- link closely with Integrated Family Support Teams and Disabled Children’s Social Work Teams.

## **DISABLED CHILDREN’S SAFEGUARDING AND SUPPORT TEAMS**

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The Disabled Children’s Safeguarding and Support teams will provide social work support to disabled children with Level 4 complex or critical needs following initial or core assessment.

They will:

- manage children subject to Child Protection Plan
- manage children subject to Child in Need Plan at Level 4
- manage children in care for short periods under voluntary arrangements
- initiate and see through court proceedings, where it is not possible to secure safety for a child at home.

## **DISABLED CHILDREN IN CARE AND SAFEGUARDING TEAM**

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There will be one integrated Disabled Children in Care and Safeguarding Team that will strengthen the support provided to children who are likely to remain in Council care for a considerable period of time – for some this could be the majority of their childhood.

This team will work jointly with complex needs and disability specialists including dealing with transition to adulthood for complex needs.

They will:

- respond to daily and short-term needs of the child, whilst delivering a longer-term plan
- maintain the stability of placements
- improve health and educational outcomes
- prevent drift in the care system.

They will remain responsible for young people until they reach 18 years of age. Children will leave this service once a permanency plan can be delivered, either through adoption, residence orders, special guardianship, return home or transition to adulthood.

## **WHAT ARE THE BENEFITS?**

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These teams will work jointly with complex needs and disabilities specialists including health, Special Educational Needs Assessment and Review Teams, Looked after Children Education Service, the voluntary sector and others, leading to:

- a clearer pathway for families
- integrated assessments – with reduced duplication
- improved and timely identification of need
- improved coordination of planning for children
- social workers will be able to focus on dealing with the most complex and critical cases.

# Children's Centres

Birmingham is changing the way services are delivered to children, young people and their families, in partnership with health, the police, and the voluntary sectors.

This fact sheet provides an overview of children's centres, which will form a key part of the new model of service for children's services in Birmingham.

## WHAT IS A CHILDREN'S CENTRE?

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Children's Centres bring together childcare, early education, health, family support, training and employment services for families with children under five years old to provide the 'core purpose'.

It is the cornerstone of the Government's drive to tackle child poverty and social exclusion working with parents-to-be, parents / carers and children to promote the physical, intellectual and social development of babies and young children so that they can flourish at home and when they get to school. Children's Centres are legislated as part of the Apprenticeship, Skills, Children and Learning Act 2009.

## THE CORE PURPOSE

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The core purpose that children's centres are required to deliver is to:

- Improve outcomes and narrow the gaps, particularly in terms of identifying, reaching and supporting the families in greatest need to improve their:
  - parenting capacity
  - health and wellbeing (including economic wellbeing)
  - child development and school readiness.

This will be achieved through:

- assessing need in the local community to inform a local, integrated offer of support which ensures funding and resources are aimed at those in greatest need
- provision of integrated support to children and families, with a range of targeted evidence based interventions for those in greatest need
- acting as a hub for the local community, building social capital support for other early years settings.

## CHILDREN'S CENTRE PRIORITIES

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- Narrow the gap between those children who do well and those who do less well.
- Tackle child poverty through working with Jobcentre Plus to improve access to work.
- Improve Early Years Foundation Stage Profile results.
- Safeguard children and protect them from significant harm.
- Reduction in hospital admissions for children under five.
- Assess the needs of children and families from first contact through to service exit.
- Reduce health inequalities.

## CHILDREN'S CENTRE SERVICES

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- Integrated early education and childcare - all centres offering early years provision have a qualified teacher supporting the early years practitioners to develop the Early Years Foundation Stage curriculum.
- Support for parents - including advice on parenting, local childcare options and access to specialist services for families. Family support is seen as all services which aim to promote family wellbeing by improving relationships in families and improving standards of living. Children's centres provide a wide range of such services, including home visiting, parenting courses, drop-ins, support groups, family learning activities, adult education and employment support.
- Child and family health services – including health screening, health visitor services, midwifery services, healthy eating and oral hygiene.
- Helping parents into work - with links to the local Jobcentre Plus and training.

## HOW CHILDREN'S CENTRES FIT INTO THE NEW MODEL OF SERVICE

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In Birmingham there are 75 Children's Centres that provide services across the city. These centres have developed from existing resources such as Early Excellence Centres, Sure Start Local Programmes and Nursery Schools.

Birmingham is developing its children's services so that they are delivered in 16 localities across the city, making services more available in local communities. It is proposed from April 2012, that the 75 Children's Centres will be networked in each of the 16 localities to deliver the core purpose services and activities from hub and satellite centres.

The new ways of working will enable Children's Centres to build on existing services and work in an integrated way with all other children's services such as the Integrated Family Support Teams and target services so that they are in the right place for the right children and families at the right time.



## How to make referrals to children's services

Integrated Access Teams will provide a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child.

Where there are safeguarding concerns, all professionals should contact the area Integrated Access Team with the exception of those very rare emergencies which require an instant response, which should go through to the Police on 999.

Where possible, all professionals should undertake a Common Assessment Framework to determine the level of support required before contacting children's services. This is to ensure that referrals are being made to the right service area at the right time.

### CHILDCARE PROFESSIONALS

Integrated Family Support Teams will bring together professionals from a range of children's services where additional support is required. They will work together in a coordinated way to meet the needs of the child and the family. Where additional needs are identified, the following childcare professionals will need to contact the Integrated Family Support Team in their locality:

1. Children's Centres and Nurseries
2. Youth Centres
3. Schools - all referrals should be made to their Integrated Family Support Team link worker.

### WHICH INTEGRATED ACCESS TEAM DO YOU NEED TO CONTACT?

The referral should be made to the Integrated Access Team in the area where the child lives. If uncertain, contact any of the Integrated Access Teams who will be able to assist and advise. All Disabled Children's referrals should also be directed to the area Integrated Access Teams.

### HEALTH AND NON-CHILDCARE PROFESSIONALS

Where either safeguarding issues or additional needs are identified, all other professionals (for example GPs, health centre and hospital staff, housing officers, police and voluntary organisations) should telephone the Integrated Access Team for the area in which they work. Please refer to the table below.

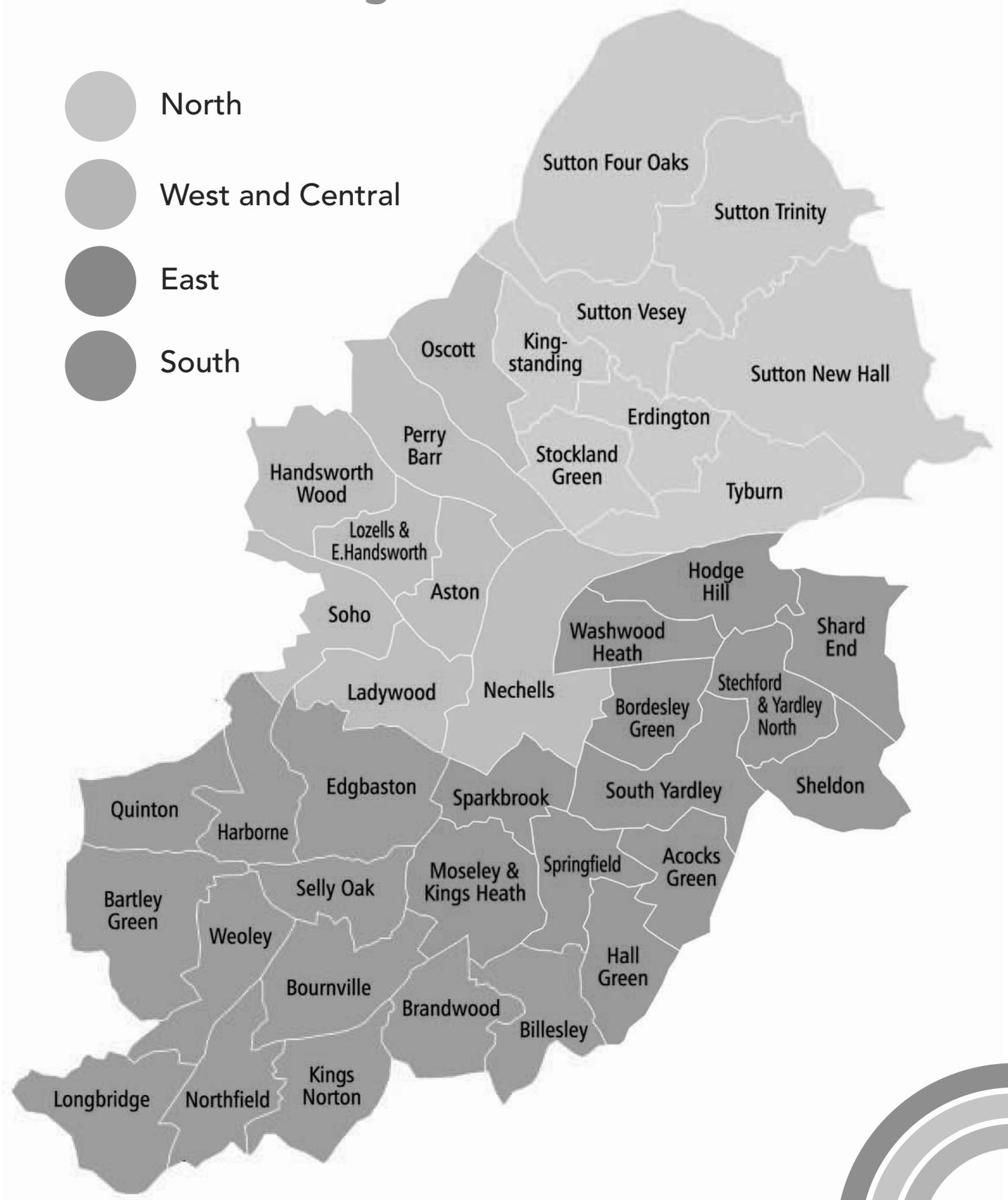
### GENERAL PUBLIC

Members of the general public need to contact their local Integrated Access Team:

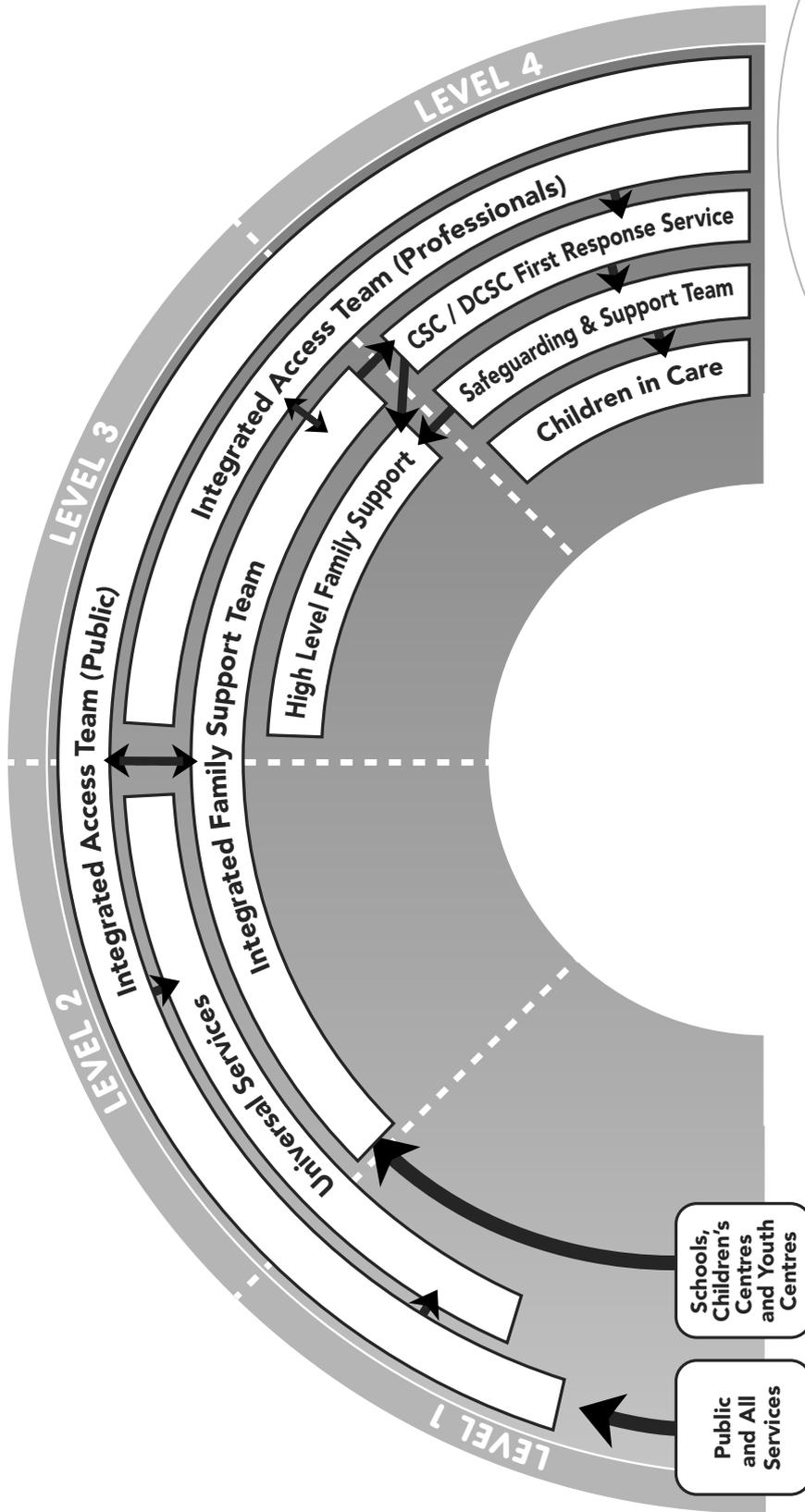
Area Integrated Access Team	Phone Number	Email Address
North	0121 464 8022	IAT.North@birmingham.gov.uk
West and Central	0121 303 4362	IAT.West&Central@birmingham.gov.uk
East	0121 303 6541	IAT.East@birmingham.gov.uk
South	0121 303 1888	IAT.South@birmingham.gov.uk

Outside office hours the Emergency Duty Team can be contacted on 0121 675 4806

# Map of the four geographical areas in Birmingham



# Referral Pathways



Existing referral pathways

remain for all other Level 4 Services

**Child and Adolescent Mental Health Service, Early Years and Integration, Youth Offending Service, Youth Inclusion Programme, Community Based Budgeting (Shard End)**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Children whose needs can be met in universal settings Disabled children - low need	Children with additional needs requiring a single agency response Disabled children - medium need	Children with additional needs requiring a multi-agency response Disabled children - substantial / complex need	Children with complex needs Disabled children - critical need DCSC - Disabled Children's Social Care

## Wellbeing Model 'Windscreen' Level 1

### BACKGROUND

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Nadia has just moved to Birmingham with her son Yusuf. Once they had settled in to their new house, Nadia enrolled him at the local nursery school. They visited a few days before he was due to start, so he could meet the staff and have a look around.

### WHAT HAPPENED NEXT?

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Although Yusuf was physically well and was looking forward to starting nursery school, the nursery nurse noticed that he was scratching his arms a lot and his skin looked sore. She asked Nadia what the problem was. Nadia said she thought Yusuf might have an allergy. She wasn't sure what had caused it but suspected it may have been because she had started using a different washing powder.

The nursery nurse identified that Yusuf's needs could be met in universal services and signposted Nadia to the health centre, where she would be able to go for advice about how to treat the problem.

### OUTCOMES

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- Nadia took Yusuf to the health centre on the same day and the nurse examined his skin.
- She prescribed a cream to relieve the itching and recommended that Nadia change her washing powder.
- By the time Yusuf started at nursery the following Monday, his skin was a lot better. Nadia continued to use the cream until the rash had completely cleared up.
- The nursery nurse was satisfied that the problem was under control and took no further action.



## Wellbeing Model 'Windscreen' Level 2 / 3 (Additional Needs)

### BACKGROUND

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Chantelle moved to Birmingham a month ago with her mother Karen, and her younger brother Daniel. They moved to be closer to Karen's mother who now looks after the children when Karen is at work.

They do not have much money and are currently living in a small, one bedroom, 8th floor flat that Karen says is a little damp. Chantelle has not yet started at a new nursery.

Since moving to Birmingham, Karen has registered herself and her two children at the local doctor's surgery and a health visitor has been out to meet the family. Chantelle seems small for her age and has a rash on her arm that she scratches a lot.

The health visitor advised Karen about how to treat Chantelle's rash and has recommended that she attends the surgery with her daughter so they can regularly monitor her growth.

### WHAT HAPPENED NEXT?

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The health visitor advised Karen about how to treat Chantelle's rash and recommended that she attends the surgery with her daughter so they can regularly monitor her growth. She has also provided Karen with information about the local children's centre which has activities and opportunities for childcare and details of the local neighbourhood office.

Whilst Chantelle does have some obvious needs it would seem that her mother has a plan in place to address them. Therefore Chantelle is at Level 2 at the moment and may just need the Health Visitor or the Children's centre worker to signpost her to appropriate help. Mum followed this up and a housing officer assessed the flat to be inadequate and was in the process of relocating the family to more appropriate accommodation. They also advised Karen about income support and benefits for housing and childcare.

If however, the mother was not able to follow up on some of the advice and identified that she was struggling and no progress was made, the needs would remain unmet and this would escalate Chantelle up to Level 3. An assessment would need to be made via CAF and a plan of support drawn up which would bring on board a range of agencies to address the housing, finance, health and education issues.

### OUTCOMES

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As a result of the support provided via the plan, Karen and her family benefited from:

- relocation to more appropriate accommodation
- financial support to supplement a low income
- a nursery place for Chantelle
- ongoing healthcare and medical advice.

### FUTURE

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The health visitor has continued to maintain contact with the family, to ensure that their needs are being met appropriately through the relevant service providers.

This has enabled Karen to continue to work part time, securing a regular income to support the family. Karen's mother has continued to take care of Daniel three days a week until he is old enough to attend nursery, at which point, Karen intends to look for full time employment.

## Wellbeing Model 'Windscreen' Level 3 (Additional Needs)

### BACKGROUND

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Jon-Paul is a 15 year old boy whose father was arrested two months ago and charged with supplying Class A drugs. Jon-Paul was at home when his father was arrested. Since his father went to prison, Jon-Paul has moved to a new house with his mother and brother in a different area of the city. This means he needs to catch two buses to attend school.

Jon-Paul has missed school on several occasions. When asked about this by his teacher, he is very defensive and says he "is needed at home, but things will get better soon." The teacher discussed the Common Assessment Framework and although initially cautious about the process, both Jon-Paul and his mother thought that it could help the family get some additional help.

Jon-Paul explained that he has to get his younger brother ready for school and onto the bus every morning because his mother is unable to. She was diagnosed with depression shortly after Jon-Paul's father was arrested. Before moving, the next door neighbour helped out because her children went to the same school, however since moving to a new area they have not been able to continue this arrangement.

Jon-Paul says that he does not want to change school because he wants to continue to see his friends and he thinks that his younger brother would not cope if he had to move schools as well.

### WHAT HAPPENED NEXT?

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Having completed the Common Assessment Framework, the teacher contacted the Integrated Family Support Team to request additional help. The case was assessed to establish whether a professional was already engaged with the family.

Although Jon-Paul's mother was receiving support from an adult mental health nurse, there was no link worker involved with the whole family, therefore a family support worker from the Integrated Family Support Team was allocated to the case. The teacher was identified as the lead professional, because he feels he understands his difficulties and Jon-Paul knows him best.

An Integrated Support Plan meeting was coordinated by the family support worker to bring together the professionals who would be able to assist the family. An Integrated Support Plan was formulated to ensure that the needs of the family were being met in a coordinated way.

This involved:

- the family support worker who supported the whole family and also ensured that information was recorded appropriately on Impulse
- the family support worker also provided Jon-Paul with support to maintain his school attendance and a learning mentor to help him catch up on school work. They were also able to ensure his brother was able to get to and from school safely without Jon-Paul having to maintain responsibility
- Jon-Paul's teacher, who offered a reduced timetable until he was able to return to school full time

- a counselling agency, who offered support to help the family come to terms with their father's prison sentence
- Children and Families Court Advisory Service, who provide an advocacy service to children with a parent involved in the Criminal Justice System
- Youth services to ensure that both boys had the opportunity to socialise and take part in activities whilst they were living in a different part of the city
- the adult mental health nurse who was supporting Jon-Paul's mother and needed to be kept informed of additional services being provided to the family.

## OUTCOMES

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As a result of the Integrated Support Plan, Jon-Paul's school attendance has improved and he has been able to catch up on his studies without having to move to a different school. The family has started to attend a local support group and Jon-Paul's mother feels much happier that her children understand why their father is not at home. She feels more able to cope at home now they are receiving the support they need.

The professionals involved will continue to work in this coordinated way and meet every three months to review the case to ensure that Jon-Paul receives ongoing support whilst his father is in prison. They will reassess the situation when he is released but are confident that the process is having a positive impact on the family.



## Wellbeing Model 'Windscreen' Level 3 (Additional Needs)

### BACKGROUND

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Jade is 14 years old and lives at home with her mother and father. Her relationship with her mother in particular has become increasingly volatile, leading to regular disputes about Jade's education, behaviour and social life.

Her mother believes that Jade is hanging around with the wrong crowd and is too easily influenced by their behaviour and attitudes. She says Jade dresses provocatively and wears too much make up for a 14 year old. She also thinks that Jade has started smoking.

Jade feels that her mother does not accept that she is growing up and wants to make her own decisions about her appearance, choice of school, friendships and relationships. Jade's mother removed her from school because she didn't like the headteacher, but now Jade is refusing to attend any school that her parents have chosen.

In an attempt to get Jade to attend school, her mother confiscated her house keys and wouldn't let her into the house until after school hours. Jade initially spoke to a support worker at St Basil's, a voluntary organisation, which offered a mediation service between Jade and her parents. However, Jade's mother has refused to attend mediation on a number of occasions.

Jade's mother felt that there was too much interference from people who did not know her family and was reluctant to participate at first. However, both she and Jade's father were keen for her to return to school and eventually agreed to the Common Assessment Framework.

### WHAT HAPPENED NEXT?

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Having completed a Common Assessment Framework assessment, the support worker contacted the Integrated Access Team for advice. She shared the information with the Integrated Access Team who referred the case to the local Integrated Family Support Team.

The case was allocated to a family support worker, who made contact with St Basil's not only to ensure that they were fully aware of the outcome of their referral, but to gather more information about the current situation.

The family support worker made contact with Jade's parents and explained that the Common Assessment Framework would help identify what type of support the family needed to get Jade back into school and their family problems resolved.

An Integrated Support Plan meeting was coordinated by the family support worker to bring together the professionals who would be able to assist the family including:

- the family support worker who supported Jade and her family to overcome the difficulties in their relationships
- St Basil's support worker who provided a mediation service to the family
- Connexions personal advisor – who helped Jade find a suitable secondary school and support her return to education
- the Behaviour Support Service who helped Jade with her emotional and behavioural development

- the Youth Service, who provided information and guidance about stopping smoking
- the school, to ensure that a consistent approach was maintained between the community and school in responding to the family's needs.

The different areas of support activity were coordinated into an Integrated Support Plan. The family support worker was identified as the lead professional who was the single point of contact for the family and ensured the family's needs were being appropriately addressed.

## OUTCOMES

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As a result of this process:

- Jade was given a place at a local secondary school that both she and her parents agreed was suitable. She has made some new friends and also joined the local youth club where she socialises with them outside school hours. Her mother was pleased that she was no longer hanging around the streets
- Jade and her parents were able to get on better with each other once she had settled in to a new school
- Jade's behaviour both in school and at home improved significantly and her mother returned her house keys
- Jade has given up smoking
- the mediation sessions were helping the family to maintain constructive conversations and agree appropriate compromises.



# Wellbeing Model 'Windscreen' Level 4 (Complex Needs)

## BACKGROUND

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Aidan is three years old and lives with his parents, who have both been unemployed for some time. Their neighbour, Mr Mahmood was becoming increasingly concerned when he noticed that Aidan was being left unsupervised in the garden for long periods.

Mr Mahmood decided to raise his concern with children's services and contacted his local Integrated Access Team. He initially spoke to a referral and advice officer who took down details of the family and asked Mr Mahmood to explain his concerns in more detail.

Mr Mahmood explained that he had seen Aidan out in the garden a few times in the past, but that he seemed to be playing happily, albeit unsupervised. He became more concerned today when he realised that Aidan had been outside in very hot weather for a considerable part of the day. His parents had not responded to his cries and he also appeared to have bruising to his arm and leg.

## WHAT HAPPENED NEXT?

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The referral and advice officer passed the details on to a social worker within the Integrated Access Team to explore the concerns further. The referral and advice officer reassured Mr Mahmood that the concerns he had raised had been referred to the appropriate service and were being dealt with.

The social worker contacted the health visitor for health information on Aidan and checked previous social care involvement. The social worker was able to ascertain from these sources that Aidan's mother had a history of mental health difficulties and there had been a number of domestic abuse incidents. The social worker's analysis of the referral information identified a number of risk factors in the situation and decided that an assessment by Children's Social Care was needed.

The details of the referral and the analysis by the Integrated Access Team social worker were recorded and passed through to the Children's Social Care First Response Team.

The case was allocated to a First Response social worker who undertook an Initial Assessment which involved:

- visiting the family and seeing the family home
- speaking to Aidan
- collecting information from other professionals who were involved with the family.

This Initial Assessment concluded that there were serious concerns for Aidan and that he may be at risk of significant harm. A discussion took place with the police and it was agreed that a joint child protection investigation was needed.

## OUTCOME OF ASSESSMENT

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The Child Protection investigation identified that Aidan was at risk of significant harm but that it was possible for him to remain at home if there was an intensive support and monitoring plan. This was discussed at an Initial Child Protection Conference where Aidan was made subject to a multi-agency child protection plan.

This identified the tasks and actions to be undertaken by:

- the health visitor
- the mental health professional
- the Children's Centre and
- the social worker; who has the lead responsibility for coordinating the plan.

## FUTURE ARRANGEMENTS

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As Aidan is now subject to a child protection plan this was beyond the remit of the Children Social Care First Response social worker and a new social worker was allocated to him from the Children's Social Care Safeguarding Team. This social worker will remain involved with Aidan until it is decided by a Child Protection Review that he is no longer at risk of significant harm.





# Appendix

## Detailed Consortia List

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# EAST AREA

## Cole Heath Locality

### Children's Centre/ Nursery

Bertram Road Children's Centre  
Bordesley Village Children's Centre (led by Bordesley Village Primary School)  
Golden Hillock Children's Centre  
Tennyson Children's Centre  
Waverley Children's Centre (led by Waverley School)

### Primary

Blakesley Hall Primary School  
Bordesley Green Primary School  
Bordesley Village Primary School  
Holy Family Catholic Primary School  
Marlborough Infant & Nursery School  
Marlborough Junior School  
Oldknow Junior School  
Redhill Junior & Infant School  
Regents Park Community Primary School  
Somerville Primary School  
St Benedict's Infant School  
St Bernadette's Catholic Primary School  
Starbank Primary School  
Stechford Primary School

### Secondary

Al-Hijrah School  
Bordesley Green Girls' School  
Holy Trinity Roman Catholic School  
Small Heath School: A Technology College  
Waverley School

## East Wards Locality

### Children's Centre/ Nursery

Bordesley Green Nursery School & Children's Centre  
Castle Vale Nursery School & Children's Centre  
Garretts Green Children's Centre  
Kitts Green Shard End Children's Centre  
Tame Valley Children's Centre

### Primary

Audley Primary School  
Brownmead Junior & Infant School  
Chivenor Junior & Infant School  
Colebourne Primary School  
Corpus Christi Catholic Primary School  
Firs Primary School  
Gossey Lane J1 & Nursery School  
Guardian Angels Catholic Primary School

Heathlands Primary School  
Hillstone Junior & Infant School  
Hodge Hill Primary  
Our Lady's Catholic Primary School  
Oval Primary School (The)  
Pegasus Primary School  
Ridpool Primary & Nursery School  
Shirestone Junior & Infant (NC) School  
Sladefield Infant School  
St Cuthbert's Catholic Primary School  
St Gerard's Catholic Primary School  
St Wilfrid's Catholic Primary (NC) School  
Tame Valley Community School  
Thornton Junior School  
Timberley Primary (NC) School  
Topcliffe Primary School

### Secondary

Castle Vale School & Specialist Performing Arts College  
Hodge Hill Girls' School  
Hodge Hill School  
International School and Community College (The)  
Washwood Heath Technology College

### Special

Beaufort School  
Braidwood School  
Hallmoor School  
Pines School

## FAYS Locality

### Children's Centre/ Nursery

Fox Hollies Children's Centre  
Garretts Green Nursery School  
Hall Green Children's Centre  
Job Marston Children's Centre  
Oaklands Park Children's Centre  
South Yardley Children's Centre

### Primary

Acocks Green Primary School  
Blakenhale Infant School  
Blakenhale Junior School  
Cottesbrooke Infant School  
Cottesbrooke Junior School  
Elms Farm Community Primary School  
Gilbertstone Primary School  
Hobmoor Primary School  
Holy Souls Catholic Primary School  
Lakey Lane Junior & Infant School  
Lyndon Green Infant School  
Lyndon Green Junior School  
Mapledene Primary (NC) School  
Oaklands Primary School (The)  
Severne Junior & Infant (NC) School

St Thomas More Catholic Primary School  
Stanville Junior & Infant (NC) School  
Yardley Primary School  
Yarnfield Primary School

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### **Secondary**

Archbishop Ilsley RC Technology College  
& 6th Form Centre  
Cockshut Hill Technology College  
King Edward VI Sheldon Heath Academy  
Ninestiles School, an Academy

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### **Special**

Brays School

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## **Sparkbrook & Sparkhill Locality**

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### **Children's Centre/ Nursery**

Anderton Park Children's Centre (led by Anderton  
Park Primary School)  
Balsall Heath Children's Centre  
Gracelands Nursery School  
Greet Children's Centre (Greet Primary School)  
Highbury Children's Centre (led by Queensbridge  
School)  
Jakeman Nursery School  
Muath Children's Centre  
Park Road Children's Centre  
Sparkbrook Children's Centre  
Springfield Children's Centre

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### **Primary**

Al-Furqan Primary School  
Anderton Park Primary School  
Arden Primary School  
Chandos Primary School  
Christ Church CE (Controlled) Primary & Nursery  
School  
Clifton Primary (NC) School  
Conway Primary School  
English Martyrs' Catholic Primary School  
Greet Primary School  
Heath Mount Primary School  
Ladypool Primary School  
Montgomery Primary School  
Nelson Mandela School  
Park Hill Primary School  
Percy Shurmer Primary School  
Springfield Primary School  
St Anne's Catholic Primary School  
St John's Church of England Primary  
& Nursery (VA) School  
St Martin de Porres Catholic Primary School  
Tindal School

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### **Secondary**

Golden Hillock School, A Specialist College for Sport  
and the Arts  
Moseley School - A Language College  
St Albans Academy  
Yardleys School

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### **Special**

Calthorpe School

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## **Saltley Plus Locality**

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### **Children's Centre/ Nursery**

Adderley Children's Centre  
Anthony Road Children's Centre  
Highfield Children's Centre  
Washwood Heath Children's Centre

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### **Primary**

Adderley Primary School  
Alston Primary School  
Highfield Junior & Infant School  
Leigh Junior, Infant & Nursery School  
Nansen Primary School  
Parkfield Junior and Infant School  
Rosary Catholic Primary School (The)  
Shaw Hill Primary School  
St Saviour's CE Primary School  
Ward End Primary School  
Wyndcliffe Primary (NC) School

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### **Secondary**

Park View Enterprise and Business School  
Saltley School and Specialist Science College

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# NORTH AREA

## Erdington Locality

### Children's Centre/ Nursery

Barneys Children's Centre (led by St Barnabas Primary)  
Erdington Hall Children's Centre (led by Erdington Hall Primary)  
Featherstone Nursery School & Children's Centre  
Marsh Hill Nursery School  
Osborne Nursery School & Children's Centre  
Pype Hayes Children's Centre (led by Gunter Primary)

### Primary

Abbey Catholic Primary School (The)  
Birches Green Infant School  
Birches Green Junior School  
Brookvale Primary School  
Court Farm Primary School  
Erdington Hall Primary School  
Featherstone Primary School  
Gunter Primary School  
Marsh Hill Junior & Infant School  
Osborne Junior & Infant School  
Paget Primary School  
Short Heath Primary School  
Slade Primary School  
St Barnabas Church of England Primary School  
St Mary and St John Junior and Infant School  
St Peter and St Paul Catholic Primary School  
Yenton Primary School

### Secondary

Kingsbury School and Sports College  
St Edmund Campion Catholic School  
Stockland Green School

### Special

Bridge School (The)  
Queensbury School

## Perry Barr Locality

### Children's Centre/ Nursery

Brambles Children's Centre (led by Perry Common J&I School)  
Goodway Nursery School & Children's Centre  
Lakeside Children's Centre  
Perry Beeches Nursery School & Children's Centre  
Sundridge Children's Centre (led by Sundridge School)

### Primary

Calshot Primary School  
Christ the King Catholic Primary School  
Dorrington Primary School  
Glenmead Primary School  
Great Barr Primary & Nursery School  
Greenholm Primary School  
Hawthorn Junior & Infant School  
Holy Trinity Church of England Primary School  
Kings Rise Community Primary School  
Kingsland Junior & Infant School  
Kingsthorpe School  
Maryvale Catholic Primary School  
Perry Beeches Infant School  
Perry Beeches Junior School  
St Margaret Mary Catholic Primary School  
St Mark's Catholic Primary School  
Story Wood School & Children's Centre  
Sundridge Primary School  
Twickenham Primary School  
Warren Farm Primary School

### Secondary

Cardinal Wiseman Catholic Technology College  
Great Barr School  
North Birmingham Academy  
Perry Beeches School

### Special

Oscott Manor  
Priestley Smith School  
Wilson Stuart School

## Sutton Coldfield Locality

### Children's Centre/ Nursery

Bush Babies Children's Centre  
Deanery Children's Centre (led by Deanery School)  
Four Oaks Children's Centre (led by Arthur Terry School)  
Holland House Children's Centre (led by Holland House School)  
New Hall Children's Centre (led by New Hall J&I School)

### Primary

Banners Gate Primary School  
Boldmere Infant & Nursery School

Boldmere Junior School  
Coppice Primary School  
Deanery Church of England (VA) Primary School  
(The) Four Oaks Primary School  
Hill West Primary School  
Holland House Infant & Nursery School  
Hollyfield Primary School  
Holy Cross Catholic Primary School  
Little Sutton Primary School  
Maney Hill Primary School  
Mere Green Combined School  
Minworth Junior & Infant School  
Moor Hall Primary School  
New Hall Junior & Infant School  
New Oscott Primary (NC) School  
Penns Primary School  
St Joseph's RC Primary School Sutton Coldfield  
St Nicholas Catholic Primary School  
Town Junior School  
Walmley Infant School  
Walmley Junior School  
Whitehouse Common Primary School  
Wylde Green Primary School

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**Secondary**

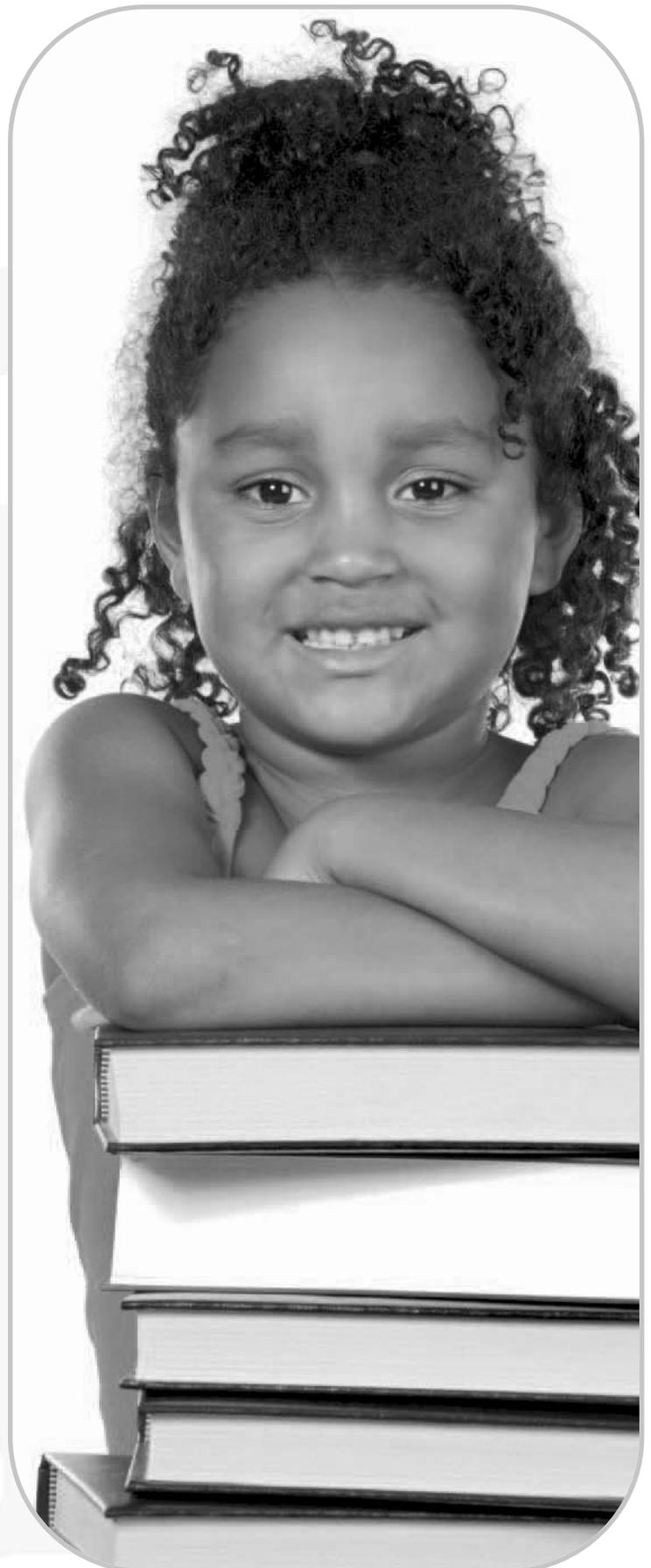
Arthur Terry School (The)  
Bishop Vesey's Grammar School  
Bishop Walsh Catholic School  
Fairfax School  
John Willmott School  
Plantsbrook School  
Sutton Coldfield Grammar School for Girls

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**Special**

Bridge School (The)  
Langley School

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# SOUTH AREA

## Hall Green Locality

### Children's Centre/ Nursery

Allens Croft Children's Centre  
Chinnbrook Children's Centre  
Highters Heath Nursery School  
Maypole Children's Centre (led by Grendon Primary School)

### Primary

Allens Croft Primary School  
Billesley Primary School  
Chilcote Primary School  
Colmore Infant & Nursery School  
Colmore Junior School  
Grendon Primary School  
Hall Green Infant School  
Hall Green Junior School  
Highters Heath Junior & Infant School  
Hollywood Primary School  
King David Junior & Infant (NC) School  
Kings Heath Primary School  
Moseley Church of England Primary School  
Our Lady of Lourdes Catholic Primary & Nursery School  
Robin Hood School  
SS John and Monica Catholic Primary School  
St Alban's Catholic Primary  
St Ambrose Barlow Catholic Primary School  
St Bernard's Catholic Primary School  
St Dunstan's Catholic Primary School  
St Jude's Catholic Primary School  
Whealers Lane Primary (NC) School  
Woodthorpe Junior & Infant School  
Yardley Wood Community Primary School  
Yorkmead Junior & Infant School

### Secondary

Baverstock School  
Bishop Challoner RC School  
Hall Green School  
Kings Heath Boys' College  
Queensbridge School  
Swanshurst School  
Whealers Lane Technology College

### Special

Dame Ellen Pinsent School (The)  
Fox Hollies School  
Lindsworth School: (South)  
Springfield House Community Special School  
Uffculme School

## Kings Norton Locality

### Children's Centre/ Nursery

Bells Farm Children's Centre (led by Bells Farm Primary School)  
Kings Norton Children's Centre  
Kings Norton Nursery School and Camp Lane Children's Centre  
Reameadow Children's Centre  
Selly Oak Nursery School  
Wychall Children's Centre (led by Wychall Primary School)

### Primary

Bells Farm Junior & Infant School  
Bournville Infant School  
Bournville Junior School  
Broadmeadow Infant & Nursery School  
Broadmeadow Junior School  
Cotteridge Junior & Infant School  
Fairway Primary School  
Hawkesley Church of England - Methodist (VA) Primary School  
Kings Norton Primary School  
Moor Green Primary School  
Oaks Primary School (The)  
Primrose Hill Primary School  
Raddlebarn Junior & Infant School  
St Edward's Catholic Primary School  
St Francis Church of England (VA) Primary & Nursery School  
St Joseph's RC Primary School, Kings Norton  
St Mary's Church of England Primary School  
St Paul's Catholic Primary (NC) School  
Stirchley Community School  
Tiverton Junior & Infant (NC) School  
Water Mill Primary School  
Wychall Primary School

### Secondary

Bournville School and Sixth Form Centre  
Dame Elizabeth Cadbury Technology College  
King Edward VI Camp Hill School for Boys  
King Edward VI Camp Hill School for Girls  
Kings Norton Boys' School  
Kings Norton Girls' School  
Kings Norton High School  
Selly Park Technology College for Girls

### Special

Selly Oak Trust School  
Skilts School

# Longbridge & Northfield Locality

## Children's Centre/ Nursery

Albert Bradbeer Children's Centre (led by Albert Bradbeer Primary)  
Frankley Plus (led by Holly Hill Methodist / Church of England (VA) Infant & Nursery School)  
Rubery Nursery School & Children's Centre  
West Heath Nursery School

## Primary

Albert Bradbeer Primary School  
Cofton Primary School  
Colmers Farm Infant School  
Colmers Farm Junior School  
Forestdale Primary (NC) School  
Holly Hill Methodist / Church of England (VA) Infant & Nursery School  
Meadows Primary School (The)  
Our Lady and St Rose of Lima Catholic Primary School  
Reaside Junior School  
Rednal Hill Infant School  
Rednal Hill Junior School  
St Brigid's Catholic Primary School  
St Columba's Catholic Primary School  
St James Catholic Primary School  
St John Fisher Catholic Primary School  
St Laurence's Church Infant School  
St Laurence's Church Junior School  
Turves Green Primary School  
West Heath Primary School

## Secondary

Colmers School and Sports College  
Frankley Community High School  
St Thomas Aquinas Catholic School  
Turves Green Boys' School  
Turves Green Girls' School and Technology College

## Special

Hunters Hill (Residential) School

# Quinborne Locality

## Children's Centre/ Nursery

Four Dwellings Children's Centre (led by Four Dwellings Primary School)  
Keystone Welsh House Farm Children's Centre  
Little Fishers Children's Centre

## Primary

Four Dwellings Primary (NC) School  
Harborne Primary School  
Our Lady of Fatima Catholic Primary School  
Quinton Church Primary School

St Mary's Catholic Primary School  
St Peter's Church of England Primary (NC) School  
Welsh House Farm Community School  
Woodhouse Primary School  
World's End Infant & Nursery School  
World's End Junior School

## Secondary

Four Dwellings High School  
Harborne Academy  
Lordswood Boys and Sixth Form Centre  
Lordswood Girls and the Sixth Form Centre Harborne  
St Paul's Catholic School for Girls

## Special

Baskerville School

# Sennelleys Locality

## Children's Centre/ Nursery

Bellfield Children's Centre  
Doddington Green Children's Centre  
Edith Cadbury Nursery  
Shenley Fields Children's Centre  
Weoley Castle Nursery School & Children's Centre

## Primary

Bellfield Infant (NC) (SU) School  
Bellfield Junior (NC) (SU) School  
Green Meadow Primary School  
Jervoise Junior & Infant School  
Kitwell Junior & Infant School  
Ley Hill Primary (NC) School  
Nonsuch Primary School  
Northfield Manor Junior & Infant School  
Paganel Primary (NC) (SU) School  
Princethorpe Infant School  
Princethorpe Junior School  
St Michael's Church of England Junior & Infant School  
St Peter's Catholic Primary School  
Trescott Junior & Infant (NC) School  
Woodcock Hill Junior & Infant School  
Woodgate Junior & Infant School

## Secondary

Bartley Green School  
Hillcrest School and Sixth Form Centre  
King Edward VI Five Ways School  
Shenley Academy

## Special

Cherry Oak School  
Longwill Primary School for Deaf Children  
Victoria School

# WEST & CENTRAL AREA

## Handsworth Locality

### Children's Centre/ Nursery

Cherry Orchard Children's Centre (led by Cherry Orchard Primary School)  
Rookery Children's Centre (led by Rookery School)  
Soho Children's Centre

### Primary

Benson Community School  
Birchfield Community School  
Brookfields Primary School  
Canterbury Cross Primary School  
Cherry Orchard Primary School  
Foundry Primary School  
Grestone Primary School  
Grove Primary School  
Heathfield Primary School  
James Watt Primary School  
Matthew Boulton Community Primary & Nursery School  
Prince Albert Junior & Infant (NC) School  
Rookery School  
St Augustine Catholic Primary School  
St Clare's Catholic Primary School  
St James Church of England Primary School  
St Mary's Church of England (Controlled) Junior & Infant School  
St Matthew's Church of England Primary  
St Michael's Church of England Junior & Infant School  
St Teresa's Catholic Primary School  
Wattville Primary School  
Welford Primary School  
Westminster Primary School  
Wilkes Green Infant (NC) School  
Wilkes Green Junior School

### Secondary

Hamstead Hall School  
Handsworth Grammar School  
Handsworth Wood Girls' School  
Holyhead School  
King Edward VI Handsworth School  
St John Wall Catholic School

### Special

Hamilton School

## Ladywood Locality

### Children's Centre/ Nursery

Ladywood Children's Centre  
Leaps and Bounds Children's Centre  
Lillian De Lissa & Belgravia Children's Centre  
St Thomas Centre Nursery  
Summerfield Children's Centre

### Primary

Barford Primary School  
Chad Vale Primary School  
City Road Primary School  
George Dixon Junior & Infant School  
Nelson Primary (NC) School  
Oratory Roman Catholic Primary School (The)  
St Catherine of Siena Catholic Primary School  
St Edmund's Catholic Primary School  
St George's Church of England Primary School  
St John's Ladywood Church of England Primary School  
St Patrick's Catholic Primary School  
St Thomas' Church of England (VA) Primary School  
Summerfield Primary School  
Woodview Primary School

### Secondary

George Dixon International School and Sixth Form Centre

### Special

James Brindley School Administrative Centre

## Aston & Nechells Locality

### Children's Centre/ Nursery

APNA Centre for the Aston Family  
Birchfield Children's Centre  
Bloomsbury Children's Centre  
Brearley/ Teviot Children's Centre  
Cherry Tree Children's Centre  
Lime Tree Children's Centre  
Newtown Nursery School  
Six Ways Children's Centre (led by Mansfield Green School)

## **Primary**

Anglesey Primary (NC) School  
Aston Tower Community Primary School  
Chilwell Croft Primary  
Cromwell Junior & Infant School  
Deykin Avenue Junior & Infant School  
Lozells Junior, Infant and Nursery School  
Manor Park Primary School  
Mansfield Green Community School  
Nechells Junior/Infant (NC) School  
Sacred Heart Catholic Primary School  
St Chad's Catholic Primary School  
St Clement's Church of England Primary School  
St Francis Catholic Primary School  
St George's Infant & Junior School  
St Joseph's Catholic Primary School, Nechells  
St Vincent's Catholic Primary School  
Yew Tree Community School

## **Secondary**

Aston Manor School  
Broadway School  
Heartlands Academy  
Holte School  
King Edward VI Aston School

## **Special**

Mayfield School





Please send any comments or suggestions to [cypfcomms](mailto:cypfcomms) via Lotus Notes if you are a Birmingham City Council employee. All other agencies please email [cypfcomms@birmingham.gov.uk](mailto:cypfcomms@birmingham.gov.uk)

[www.birmingham.gov.uk/newmodel](http://www.birmingham.gov.uk/newmodel)

