

Invest to Save initiatives 2022–23 Update

Report being considered by: Schools' Forum on 4th December 2023

Report Author: Jane Seymour / Nicola Ponton

Item for: Decision **By:** All Forum Members

1. Purpose of the Report

1.1 To provide an update on the Invest to Save initiatives agreed in 2022-23 and seek permanent funding within the HNB.

2. Recommendation

1.1 That permanent funding in the HNB is agreed for the 0.4 EDIT teacher, the additional 1.0FTE SEMH worker and the additional I-College places agreed as invest to save initiatives in 2022-23.

Is the Schools' Forum required to make a decision as part of this report or subsequent versions due to be considered later in the meeting cycle?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

3. Implications and Impact Assessment

Equalities Impact:	Positive	No Impact	Negative	Commentary
	A Are there any aspects of the proposed decision, including how it is delivered or accessed, that could impact on inequality?	x		
B Will the proposed decision have an impact upon the lives of people with protected characteristics, including employees and service users?	x			See above
Data Impact:				None
Consultation and Engagement:	Karen Bartlett, Learning Support Services Manager			

4. Introduction/Background

4.1 In 2022-23 the Schools Forum agreed four Invest to Save initiatives:

- Additional 0.4FTE post in Early Development and Inclusion Team (EDIT) £26,390
- Early years SEND training project £31,324
- Additional 1FTE SEMH worker £41,490
- Additional I-College places £90,000

4.2 The early years training project, “Through my Eyes” has been very successful, but ongoing funding is not being sought from HNB. The project has secured funding through the Thames Valley Early Years Best Practice Hub.

4.3 Additional 0.4 post in Early Development and Inclusion Team

4.3.1 The EDIT Team consists of 1.8 teachers. An additional 0.4 was agreed as an invest to save project, giving a staffing complement of 2.2FTE from April 2022. It was not possible to recruit the additional staff member until September 2022 and therefore it was agreed by the HFG / Schools Forum that funding would be rolled forward in to 2023-24 pending evaluation prior to the 2024-5 budget being set.

4.3.2 A report is attached as Appendix A outlining the impact of the additional 0.4 EDIT teacher.

4.3.3 As set out in Appendix A, the additional 0.4 post was used as follows: 0.3FTE (1.5 days per week) was used to reduce waiting times for input from EDIT and to provide tailored transition support for children in their final year prior to transition to primary school. 0.1FTE (0.5 days) was used to provide a targeted service to children in FS1 without the need for a referral from a health professional.

4.3.4 The additional 0.3FTE capacity resulted in waiting times for children in their final year before primary school reducing from 3 months to 1 month. Waiting times for younger children have reduced from 6 months to 3 months.

4.3.5 For children in their final year before primary transition, the additional capacity has allowed EDIT to work with the setting and school to carry out detailed transition planning. This includes EDIT advising the early years setting on strategies and monitoring progress, a meeting with the family, any necessary referrals to other agencies being made and the setting producing, with support from EDIT, a pupil profile including key information and strategies which have been successful to pass on to the primary school.

4.3.6 A total of 50 primary transition children were supported by EDIT during the 2022-23 academic year. Of these, 46 had an EP report in place before starting primary school. 35 had an EHCP in place before starting primary school and 9 had an EHC assessment under way.

4.3.7 The enhanced service has been successful in ensuring that the numbers of children with complex SEND arriving in primary school without having received any intervention or having been referred to other agencies (where this was needed) has reduced.

4.3.8 The additional 0.1 capacity has allowed settings to make direct referrals to EDIT for children in FS1 who were causing concern. A total of 26 children have been referred to the new targeted support service. The EDIT teacher has visited the settings, given advice on strategies and resources to use and has directly modelled strategies with children. 100% of settings reported that they found the visits helpful and had learned new strategies for supporting children with complex needs. Comments from participating settings are included in Annex A. It was noted by some settings that they found the intervention particularly helpful given the waiting times for other services such as CAMHs and speech and language therapy. 15 of the children referred in this way went on to the EDIT caseload for ongoing support. 11 children were not referred on to the EDIT caseload and settings reported being confident to meet their needs. It is possible that without this intervention children may have been put forward for EHCPs.

4.3.9 The targeted service has helped to identify children not otherwise known to the EDIT Team who, where needed, will now receive support from EDIT including support for a successful transition to mainstream school. It has also ensured that some children causing concern to settings were able to have their needs met by the setting without the need for an EHC assessment.

4.3.10 The HFG / Schools Forum are therefore asked to consider making the additional 0.4 FTE post a permanent post funded from the HNB.

4.4 Additional 1FTE SEMH Worker

4.4.1 During the Academic year 2022 – 2023, West Berkshire was able to offer each of our 10 Secondary schools an SEMH Practitioner for 1 day a week to support pupils who were at risk of exclusion. This support was provided by 2 fulltime SEMH practitioners, one provided from the Invest to Save funding and one from Supporting Families. The second SEMH practitioner resigned to take up a role at a SEMH school for the end of September 2023. She will be replaced by a fixed term practitioner in December 2023.

4.4.2 From Sept 2023 the SEMH Practitioner provided by the Supporting Families programme is working in secondary schools to deliver 1 to 1 intervention for pupils at risk of exclusion or on Managed Moves, with a focus on Supporting Families pupils.

4.4.3 The SEMH Practitioner joining the team in December 2023 will have a focus on Transition from Primary to Secondary and will provide one to one interventions across Key stages 2 and 3. The transition of year 6 pupils to year 7 has been highlighted as a crucial area of support by both primary and secondary schools

4.4.4 In order to review the impact of the SEMH practitioners, a survey was sent to all 10 secondary schools to ascertain the impact and effectiveness of the practitioners during 2022/23. Responses were received from 9/10 schools which included all 3 maintained schools and 6 academies. 75% of responding schools rated the support they received from the Exclusion and Reintegration Practitioners as very good or excellent and 87.5% said that based on their experience for 2022/23 they were very or extremely likely to reengage with the service. 100% of schools indicated that they would like to continue working with an SEMH practitioner to support their pupils and 77.78% indicated that they would like to increase this provision.

4.4.6 Schools report the Impact of the intervention on exclusion figures as follows: 66.67% of responding schools noted that suspensions reduced for individual students during the

intervention period. This reduced to 55.56% after the end of the intervention period.

Feedback from schools includes:

‘Students and staff both gave really positive feedback about the support they received from the SEMH practitioner.’

‘Students (and staff) benefit from this provision because there is an opportunity for an objective ear to listen and share insight - to the student and staff working with them. This also has an impact on parental perception. An external intervention sends the message that we value the student and are investing in them.’

4.4.7 The HFG/ Schools Forum are therefore asked to consider making the additional SEMH practitioner role permanent, funded from the HNB, as the responding schools indicated that they valued the work carried out by the SEMH Practitioners. The schools confirmed that they had sufficient students to work with the practitioners and that SEMH Practitioners had a positive impact on students they worked with and suspensions and permanent exclusions decreased.

4.5 Additional I-College places

4.5.1 In addition, £90,000 was allocated to increase the provision at I-college. This funding has been used to create an additional 12 places at “Intervention” for 1 term at a cost of £64,176 for half a year. The additional funding will be used to cover the cost of pupils requiring more than SEMH band 1 funding. It is crucial that this level of additional funding remains while the LA reviews what alternative provision is needed in light of increased suspension and exclusion and highly dysregulated behaviours.

5. Proposals

5.1 It is proposed that all three invest to save initiatives set out above should be incorporated in to the HNB budget and funded on a permanent basis.

6. Conclusion

7.1 Early intervention, improving support for children with SEND in the early years and increasing support for schools to meet the needs of children with SEND, particularly children with SEMH, have all been identified as priorities in the draft SEND Strategy for 2023-28. These initiatives are all consistent with the SEND Strategy and will reduce pressure on the HNB by

- reducing EHCPs in the early years
- improving early intervention for children under 5 and at primary transfer and therefore possibly reducing placement breakdown / the need for specialist placements
- reducing secondary exclusions and demand for specialist placements
- Increasing the capacity of I-College to meet needs locally and cost effectively

8. Heads’ Funding Group Recommendation

8.1

9. Appendices

Appendix A – Report on impact of additional 0.4 post in EDIT Team

Appendix A

Impact Report for EDIT additional 0.4 FTE 2022-23

Context

EDIT is an early intervention service for children with additional needs (those likely to fall within the definition of SEN/D). Advisory teachers from the service work in partnership with parents and carers, early years practitioners, and a range of health and social care professionals to promote a child's learning and development.

The work may include:

- Visits to the child's educational setting and/or family home
- Identification of a child's strengths and difficulties
- Advice and support to parents and carers on how best to help their child
- Liaison and joint-working with the range of professionals who may be involved in supporting the child
- Training and advice to pre-schools, nurseries and schools
- Support to schools over the child's move into Foundation/Reception classes
- Advice to parents and settings during assessment processes relating to Education, Health and Care Plans.

Prior to the additional temporary funding:

Up until March 2022 the capacity of EDIT was 1.8 FTE. This was covered by 4 advisory teachers including a shared co-ordinator role.

In April 2022 there were 116 children referred to EDIT, an increase of nearly 30% from the previous April when there were 91 referred. With the existing capacity of the team, we feared that children would not be seen in a timely manner for support for their transition to school, and that younger children would have to be 'held' on caseload lists until they were older, meaning that very little early intervention could take place. In addition to this, early years settings were contacting us with numerous queries and anxieties about children presenting with additional needs who were not yet known to any health or educational support service.

An application was made to the Heads Funding Group for additional funding to increase the capacity of the team on a temporary basis for one year, April 2022-April 2023. This was approved, and 2 further days were added to the team, bringing capacity to 2.2FTE (temporary).

Current situation

Between April 2022 and April 2023, 130 children were referred to EDIT, a more than 40% increase since the April 2021-22. Also, as evidenced by the high number of children seeking Special School places for Sept 2023, the complexity of children's needs appears greater than it was before.

The temporary EDIT additional days were used between April 2022-3 (see below in **Project Purpose and Method**) to support children at Targeted Support, Early Intervention, and School Transition levels.

Current Proposal

1. To make permanent the extra 2 (0.4 FTE) EDIT days.

April 2022-April 2023

Project Purpose and Method

Two additional days of funding (0.4 FTE) were requested for the year April 2022-23 in order to ensure that fewer children started primary school without identification, support or intervention.

As a consequence of the additional temporary funding:

- All children went straight onto caseload.
- Timescales for allocating and seeing children who were new referrals were reduced to 1 month (from 3 months previously) for children referred in the year before they start school and to 3 months (from 6 months previously) for younger children.
- 1.5 days (0.3 FTE) were allocated to increase caseload capacity and 0.5 day (0.1 FTE) was used for targeted support visits to children not yet referred to EDIT, but with additional needs identified by their FS1 setting (both private, voluntary and independent pre-schools and nurseries and maintained nurseries and nursery classes).

As a consequence of the additional temporary funding, increased caseload time (1.5 days or 0.3 FTE) was used as follows:

The temporary increase in caseload capacity enabled EDIT to divide casework into two levels, prioritising children in the year before they start school:

Level 1: Early Intervention Support, ages 0-3

As a consequence of the additional temporary funding, younger children on EDIT caseload have received support within 3 months of referral, an improvement on the previous situation of within 6 months. This type of support has focussed on home visits, strategies and interventions that parents and early year's settings can implement.

Level 2: School Transition Year Support

As a consequence of the additional temporary funding, older children (children in the year before starting school) have received support within one month of referral, an improvement on the previous situation of within 3 months. The additional funding has given EDIT the time to ensure that a planning meeting (Plan) takes place for each child at their early years setting attended by both parents and staff. This is followed by support where needed to carry out agreed actions (Do), and an assessment of what has been working well for the child (Review) in the summer term which forms part of the child's transition arrangements. This has worked best for children who have had a whole year in School Transition Year Support. Where children have been referred with one term/two terms remaining before starting school, the process has necessarily had to be truncated.

Working collaboratively with settings and parents, **EDIT School Transition Year Support aims:**

- To support children with SEND, in their transition year from nursery to school.
- To ensure the child starts school with an EDIT report and strategies.
- To ensure the child is referred to the appropriate Health and education professionals (e.g. EP/Salt/CAMHS/paediatrician as needed).
- To support the Early Years setting in making an EHCP request, where this is appropriate.

The School Transition Year Plan, Do, Review Process

The additional temporary funding has enabled the EDIT advisory teachers to initiate a full cycle of a 'plan, do, review' process for children due to transition to school in the September 2023 (except in the case of very late referrals to EDIT). The initial planning meeting (*'plan'*) has involved the EDIT teacher observing the child in their early years environment and gaining further information from the SENCo and the child's key person, as well as their parents. Then, EDIT advisory teachers have recommended specific strategies and approaches for staff to implement, as well as discussing what type of SEND support and provision the child may require in order to be successfully included in school when they transition to FS2 in the following year.

Early Years settings have then implemented the actions and strategies agreed at the initial planning meeting (*'do'*), and EDIT advisory teachers have monitored progress and offered support as necessary.

Currently, during this summer term, transition to school meetings are taking place. EDIT Advisory Teachers are encouraging early years settings to discuss (*'review'*) all areas of the child's progress, strengths and needs. The additional temporary funding has enabled the EDIT advisory teachers to develop a Pupil Profile that settings are currently being encouraged to complete, which details the strategies that have worked well with the child and sums up key points that school staff will need to be aware of as the child joins FS2.

As a consequence of the additional temporary funding, Targeted Support Visits (0.5 days) were initiated.

The additional temporary funding allowed EDIT advisory teacher (JG) to support children not yet referred to EDIT, but with complex needs identified by their FS1 setting (both private, voluntary and independent pre-schools and nurseries and maintained nurseries and nursery classes). Half a day per week was allowed for this (0.1FTE).

This type of targeted support work had never been done by EDIT before. Referrals for EDIT work have previously only been taken following a developmental assessment of need by a health professional or EP, whereas the targeted support visits gave early years settings the chance to request EDIT advice for children not yet referred to EDIT. Feedback on this initiative has been excellent (see **Outcomes and Data Collection**)

The usual process for a targeted support visit is as follows:

1. A setting contacts the EDIT or early years team for specific advice about the inclusion of a child not referred to EDIT.
2. The setting is asked to briefly outline the child's difficulties on a form, and to give details of age, name, key worker and agreement from parents that the child can be visited.

3. A visit is arranged. As capacity is a 0.5 day (0.1 FTE) settings may have had to wait a few weeks for a date. No-one has waited for more than three weeks.
4. JG visits, bringing all appropriate toys and strategies based on the information provided.
5. The child is observed and there is discussion with the SENDco and/or key worker. EDIT toys and strategies are then used to engage the child and demonstrate to key staff members how they can address the areas that staff have asked for support with.
6. A brief report is written and sent with relevant information and advice sheets or other online resources.

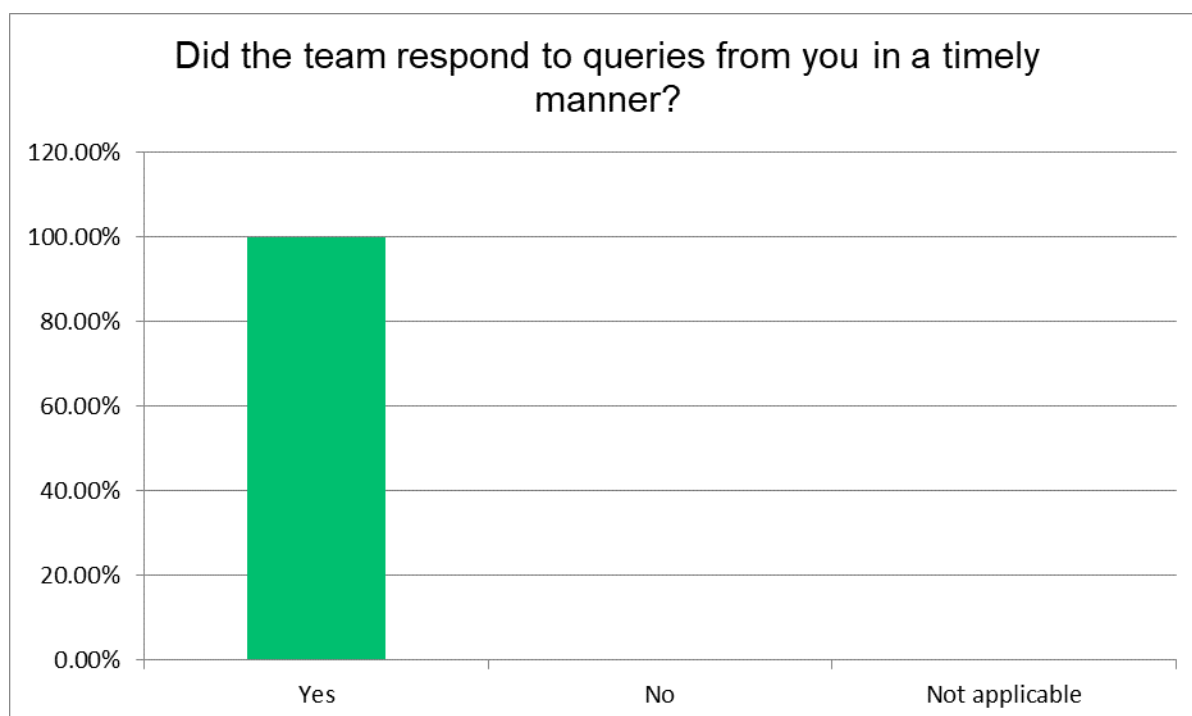
Outcomes and Data Collection

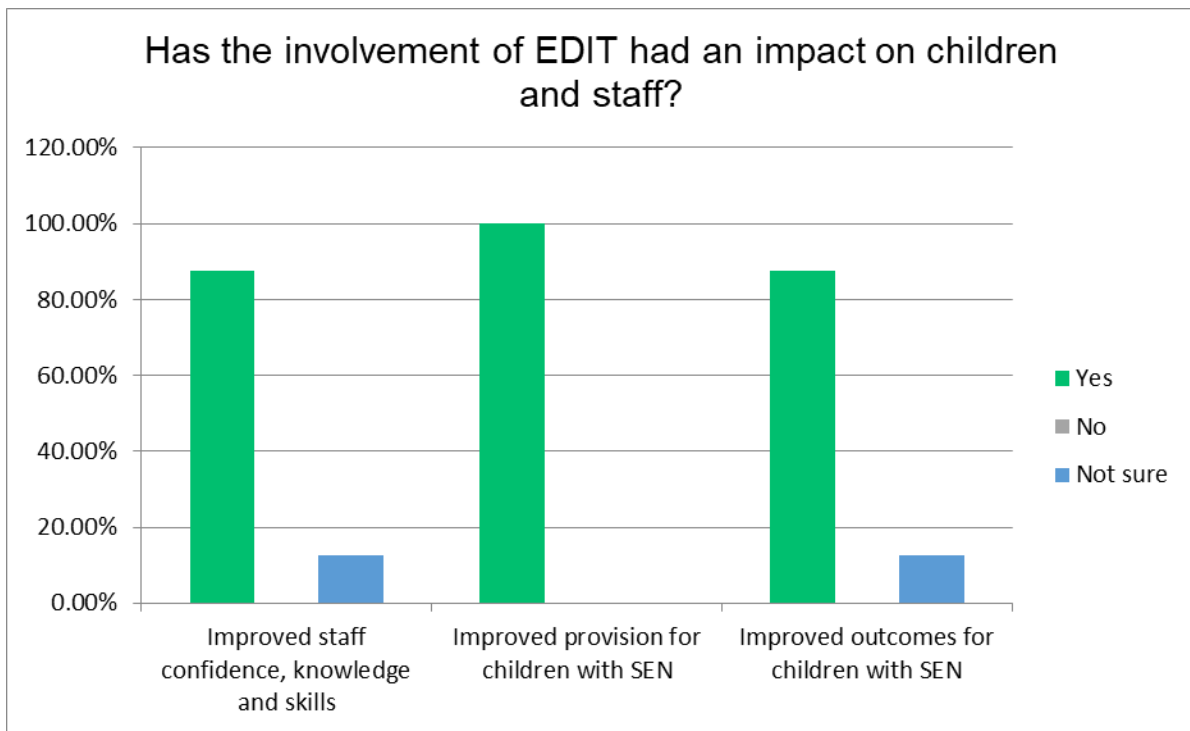
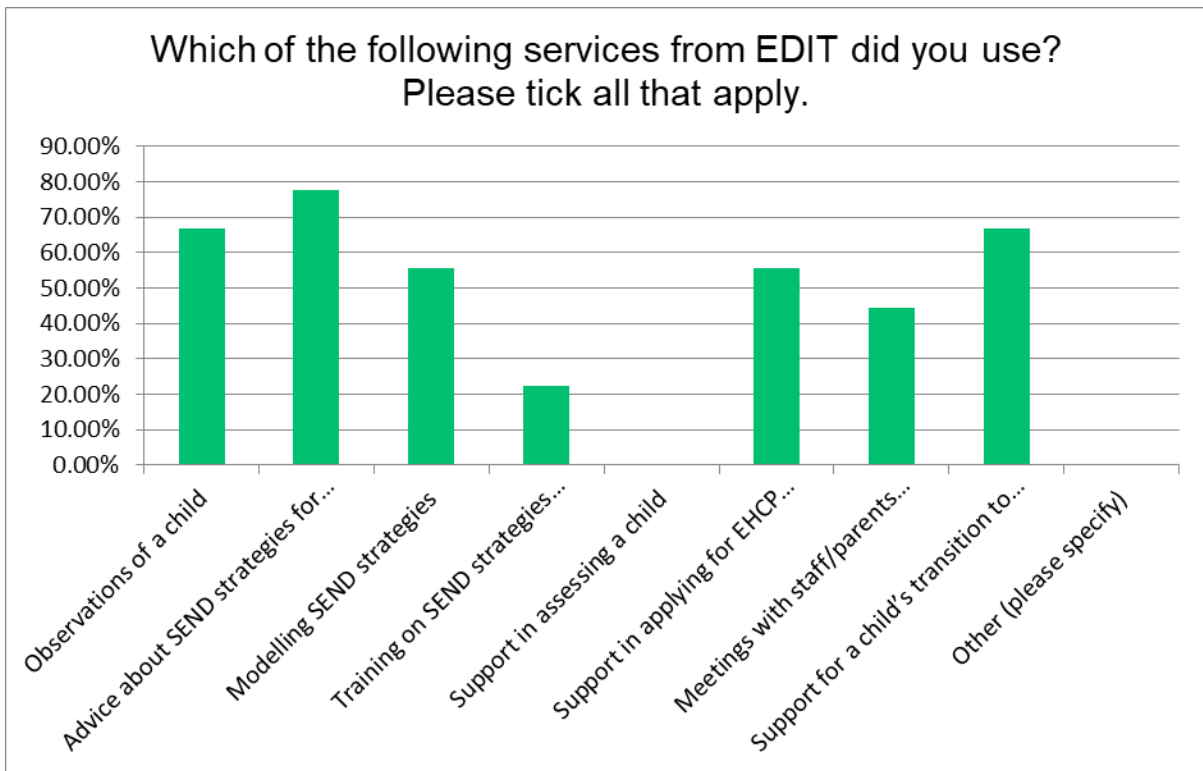
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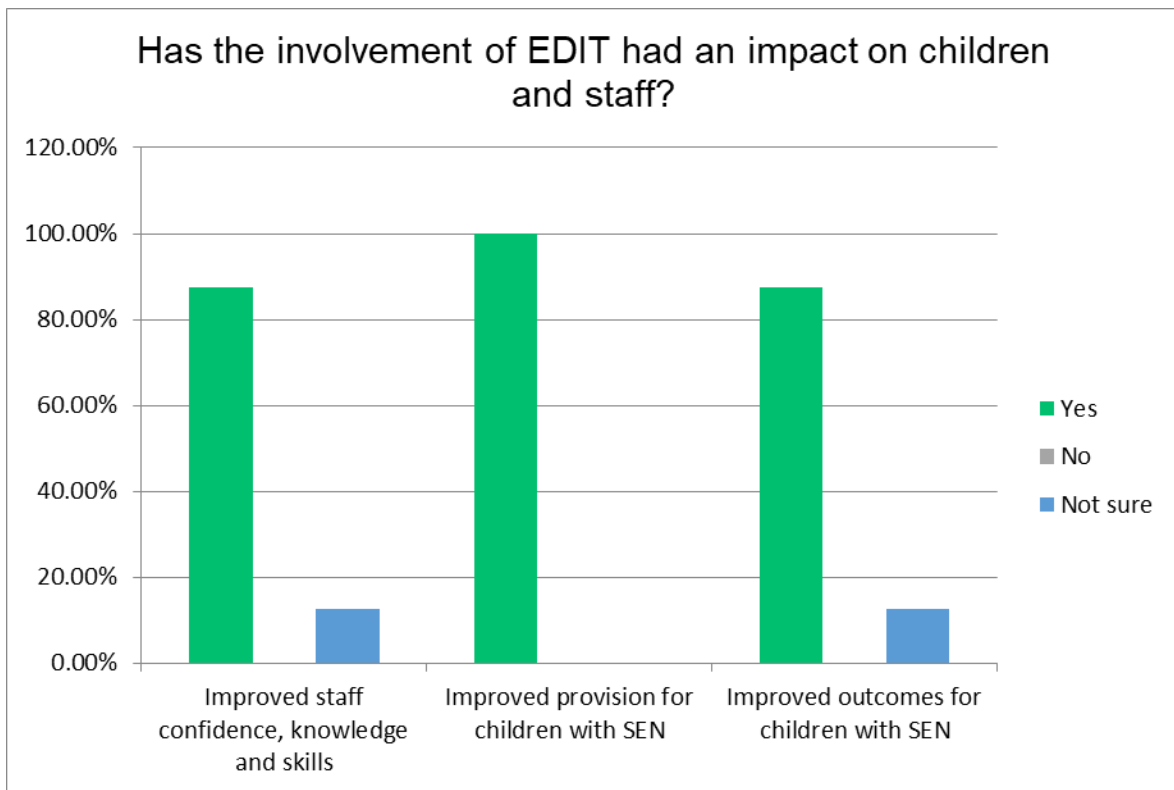
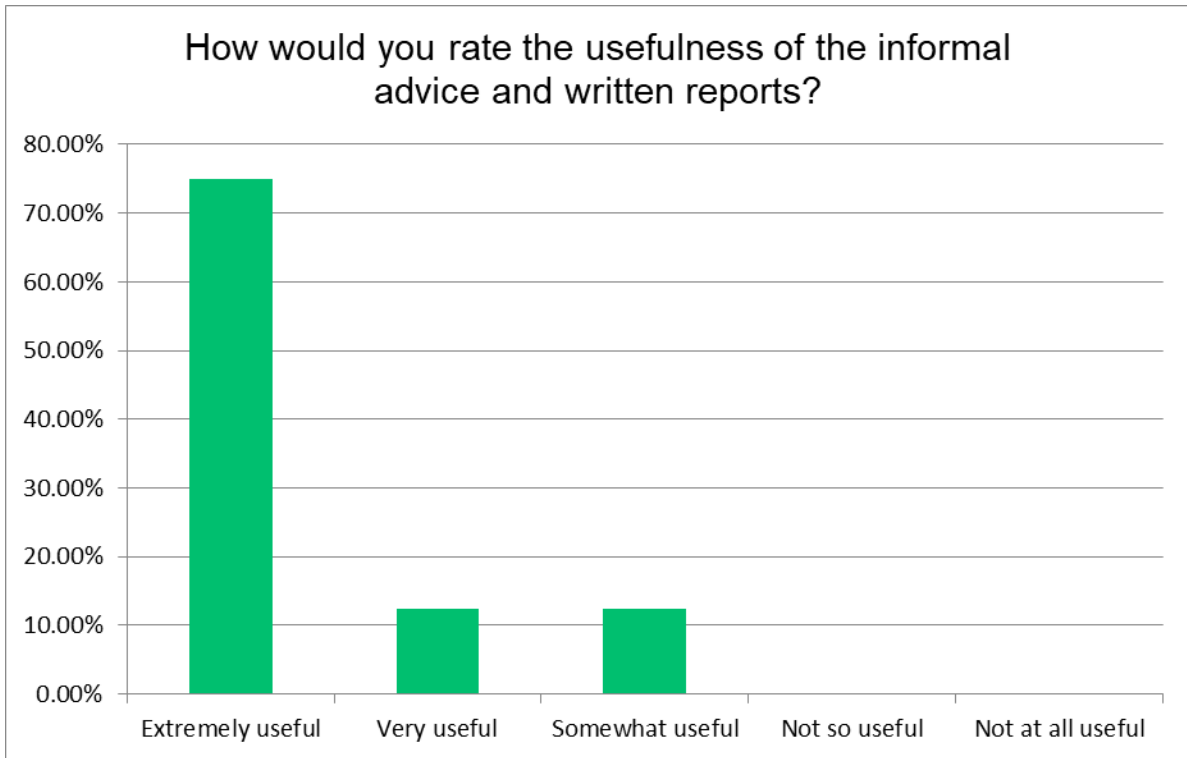
**Data has been measured from the 1st June 2022 as EDIT were managing 0.5 FTE of staff absence between 1st April and 1st June 2022.*

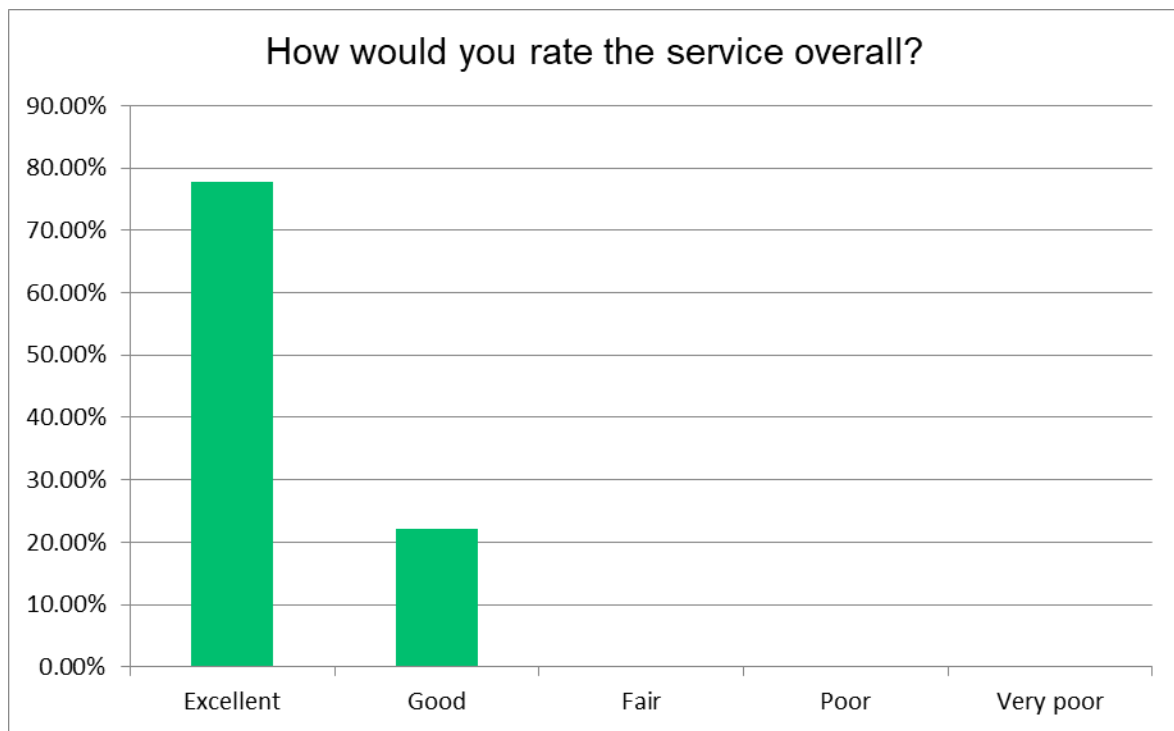
1. The additional temporary funding enabled a 1.5 FTE increase in EDIT capacity for children on EDIT **Caseloads**:
 - From 1st April 2022, all children went straight onto caseload and there have been no children on the waiting list.
 - From 1st June* 2022 the following has been met:
 - 100% of new referrals were seen within 1 month (reduced from 3 months) for children referred in the year before they start school
 - 100% of new referrals were seen within 3 months (reduced from 6 months) for younger children.

From Survey Monkey Results (July 2022/ Dec 2023):









School Transition Year School Start Sept 2022		
	All EDIT Advisory Teachers	%
Total number of children on School Transition Support (School Start Sept 2022)	50	
Total number of children who had an EP report before starting school	46	92%
Total number of children who had EHCPs by time they started school. Or in progress	35 9	88% overall

NB our next data capture will be taken in Dec 23, as EDIT currently ceases involvement with children after their first term of FS2, in the December of each year.

The additional temporary funding enabled a 0.5 FTE allocation of EDIT time to be spent on our new **Targeted Support Visits**:

27 visits were made during the period April 2022 to April 2023. This amounts to 22 settings that have had additional contact with an EDIT advisory teacher. 6 of these visits have been to maintained nursery schools or classes attached to Primary Schools and have taken place since the service was mentioned in the SEND newsletter in the Spring Term. It has had additional impact beyond the children referred, as staff can apply those strategies with other children.

The following strategies were implemented:

Strategies	Number of pupils supported
PECS	13
Attention Autism stage 1	11
Workstation	18
Intensive Interaction	20
Supporting speech and language: Communication temptation and sabotage, use of visual strategies, match+1, colourful semantics	21
Makaton	2
Developing Play Skills	21
Supporting attachment needs	1

Qualitative data

Caseloads:

The extra capacity provided by the additional funding has enabled us to make significant improvements to School Transition Year Support. The comments below give examples of EDIT’s impact for Early Years settings and schools.

Lisa worked with nursery setting to ensure pupil received appropriate support prior to transition to primary. This included resubmitting EHCP application so that he had strongest chance of much need support in Foundation Stage. During the first term (and in Summer holidays), she maintained a dialogue with nursery and the school, offering advice to the school via email on several occasions, in place of a visit due to limited availability due to being a much stretched service.

Vanessa provides realistic support suggestions and can see from a school perspective what is possible

Lisa has been extremely helpful in supporting the named child's transition into school and providing us with guidance on how to access funding and support.

The support we received to provide access to support for our young person was very informative, practical and helped us to move forward in the way we support him. A follow up session was requested to enable new staff to be trained. This was, again, very practical and tailored to the needs of the child and the staff working with him.

We received a high level of practical support both before starting and during the first term.

Very helpful especially for the transition of child to reception from a different nursery. Always helpful and provided signposting when needed.

Expand the team and funding! The number of pupils in nursery and FS setting requiring additional early support is increasing which is putting a strain on Primary settings as many children are not getting access to the support they need in time prior to starting! This means primary settings are not fully prepared for needs coming in and pupils aren’t given an appropriate transition.

We feel it would be really beneficial if the support from the EDIT lasted for the first year of school.

Targeted Support Visits:

The following outcomes were achieved through the targeted visits:

- Increased staff confidence
- Reduced anxiety and negative behaviour
- Support for children’s speech, language and communication
- Improved staff knowledge of suitable interventions and resources to support children with SEND in their settings
- Increased level of engagement in learning
- Support to enable settings to keep more complex pupils in mainstream early education

Settings were required to complete an evaluation following a targeted visit, below is a summary of the evaluations that were received:

Question	Very Helpful	Helpful	Moderately helpful	Not helpful
I found this EDIT Targeted Support Visit	100%	0%	0%	0%

Question	Yes	No
The EDIT Targeted Support Visit addressed the difficulties that I had requested help for	100%	0%
The Edit Targeted Support Visit has given me some strategies to incorporate into my practice	100%	0%

If you would like this service to continue to be offered, please let us know why:
Yes, Jo has always given us valued support and strategies to use with the individual children we feel need extra support.
Jo visited us in the setting after I requested a targeted visit for a child displaying delays in all areas of learning and development in comparison to his peers of a similar age. I was able to observe Jo using some of her strategies and resources with this child and was provided plenty to support him going forward. As a result of this visit I was able to confidently introduce a 'work station' which I am pleased to say the child now initiates time at, although we are still working on it being joint attention. We are using some PECS, although this remains initiated by myself, but the child has started using my hand to initiate support and help when required by placing my hand over objects he requires help with or leading me to areas. We have also requested an EP as recommended by Jo and are looking to request an EHCP.
The early year’s sector is currently facing many challenges, including being underfunded and yet we have a big influx of children requiring additional support. Visits like these help to identify those children who require additional support and enables us to implement strategies, refer to other professionals and provide the children and their families with the support required for the rest of their educational journey. It concerns me that children will be starting school not equipped, which will then place more pressure on schools who are also facing funding challenges.
We appreciated the speed between when the referral was made and Jo was able to come in and visit - even though we had to delay slightly due to nursery Christmas events. For families experiencing exceptionally long waits to see other specialists (CAMHS and SALT) it provides clear guidance and early help. The form allowed us to

<p>complete the relevant detail and highlight our key concerns alongside those of the family.</p> <p>During the visit the staff felt Jo was approachable and realistic in terms of what could be adapted to support the child and she modelled the recommended strategies. As a result, the staff member has been able to up-date the child's PEP targets and plan for their next steps. We have arranged to meet with the family to share the strategies next week.</p> <p>The final report was sent out soon after the visit and provided additional materials to support with planning and introducing strategies such as the work station approach. Where a larger resource was used (the CYPIT SALT booklet for EY) relevant pages were highlighted in the report.</p> <p>I feel this is an excellent service and extremely beneficial for staff and families. It supports easy access to expertise with detailed support. I do hope the funding continues - it will be a service we would access in the future, as needed.</p>
<p>This was valuable to us as a Nursery to see activities in practice and modelled. It has been really beneficial.</p>
<p>It is really helpful to see someone else do the different strategies as just reading them isn't the same as seeing them in action. Learning new and different strategies for different children to meet their individual needs is really helpful as is getting the support to fill out and gain information (2 children supported).</p>
<p>Jo's support gave us some new ideas on how to focus on our child's anxiety around separation from a parent. This meant that we could put some procedures in place to support the child on her next session which worked really well for both the parent and child. The parent valued the contact with Jo and I have a clearer idea of next steps in working towards school transition for the child next September (2 children supported).</p>
<p>As a pre-school, we are facing more and more challenges in regards to children with SEND, in terms of increased numbers of children with SEND and also with the needs they have as individuals. We have minimal support from the local authority, and our main source of support is from EDIT. Jo was able to not only talk about different strategies and tools to use with the child I am working with but, she was also able to demonstrate these to me, and show me what to do when these strategies didn't go according to plan. EDIT are an invaluable source of support, practically and emotionally as working with children with SEND can be emotionally challenging!</p>
<p>Jo has been so helpful. It was nice just to be able to speak to her about what we have been doing and where to go next.</p>
<p>It is helpful to learn different strategies according to the child's needs and good to see the strategies demonstrated.</p>
<p>This has greatly helped when planning and executing ideas for our 2 children, it has also helped with the planning sheets within rooms to ensure that the activities are being fulfilled and has inspired me to look into all of the strategies and select those which are best for the children. It was a great insight and very useful (2 children).</p>
<p>We found the visit from Jo useful to offer new strategies and ideas for supporting our SEND child/ren. This has given us (SENCO and 1:1) extra confidence and knowledge in completing necessary paperwork and we are now able to put together an appropriate package of support for a specific child.</p>
<p>As an add on...I would really appreciate the EYISF application form to have a couple of examples under the areas of need and strategies being used as whilst we know what we are doing and what we need, we are still finding it hard to translate that into the table!</p> <p>Moving forward, we would really appreciate a termly visit from the EDIT team to informally discuss our children with additional needs and any advice or support that may be offered to support them within the universal provision and/or with targeted support whether funded or not. This ensures the children in our care are getting the best and most appropriate support for their needs.</p>
<p>Many thanks again for your support visit and advice (2 children).</p>
<p>The advice is useful, informative and of great support to us as settings and families. The guidance has enabled us to navigate the system appropriately to receive help more quickly and meet the needs of the child.</p>
<p>I found this visit from Jo really helpful and informative. She gave some really helpful tips and advice to help the child.</p>
<p>This is an excellent service which enables the practitioner to support the child early on, who wouldn't necessarily</p>

meet the criteria/ evidence for a full SEN referral however still require support. Jo shared some excellent resources and tips, which we wouldn't have access to so readily. The support is invaluable and is exactly what is needed to support Early Years settings particularly.

I feel it is a great service to offer support and ideas/strategies to settings to enable them to support individual children.

Yes, I would like to see this service continue. In the past I have found it very challenging to gain support for children with significant barriers to their learning. This together with the SALT drop-in Team meetings, can have a huge impact on my confidence to teach and support these children. I cannot stress enough how invaluable I believe this support is.

Targeted Support: Key Findings and Discussion

- The impact of the additional temporary funding was positive for all settings receiving a targeted support visit.
- **15** children not referred to EDIT at the time of their targeted support visit have been referred as a result of advice received on that visit. These children will receive full school transition support prior to starting school.
- **11** children have not been referred: settings appear confident in working with them following the visit (and can request a further targeted support visit as needed). A request for an EHCP is not anticipated.
- Where EHC assessment requests might not be appropriate, these have been avoided in at least **11** cases.
- In the **15** cases where an EHC assessment request may be appropriate, the setting will be supported in the process through EDIT referral and subsequent involvement. More information and evidence will also be made available to panel from the targeted support notes and subsequent EDIT involvement, thus supporting panel's decision-making process.
- **15** more children will be supported as they transition to school through being taken onto caseload as a result of a targeted support visit.
