



shs



children in school, ready to learn.
whatever it takes.

Annual review 2013/14



School-Home Support impact in numbers

Partnerships with school

77% of children improved their attendance

94% of children worked with no longer persistently absent

34 extra days in school

62% of children improved their academic progress

64% of children became more engaged in their learning

98% of parents are more involved in their child's learning



9,483 children, young people and their families/carers directly supported by our school based practitioners

60,000 children and families helped through our wider work



Intensifying our support



“I can’t fault anything Nikki (SHS practitioner) did with Clare. She gave her more time and support than any professional ever has.” Guardian of Clare

This is just one of the extremely moving comments from the 600 families who received intensive support from SHS practitioners in our ‘Troubled Families’ teams.

Thanks to the support of extremely generous funders, to the head teachers and local authority partners, we have extended the experience and expertise gained over the last thirty years.

As well as providing the universal school-based service we always have (last year working with 9,483 children and families), we are working directly with local authorities on the very targeted needs of families. We work with families who have a variety of complex needs, including unemployment, children persistently absent from school and young people

involved in antisocial or criminal behaviour. The families will have had interventions from social services, the police, health services, unemployment centres and others, but not successful outcomes. We are succeeding in changing this.

Working from the points of strengths the families do have and building a trusting, albeit challenging, relationship, it is wonderful to see children and families move from chaotic lives, with many services intervening, to strong families. This results in children taking advantage of their educational opportunities and adults able to contribute productively. This has also given us the opportunity to work with more than 100 new schools.

Richard Evans, Chair of School-Home Support

Widening our reach



Recognising that the vast majority of schools in the country have someone responsible for attendance and many have someone, officially or unofficially, who liaises with home, but very few have any professional development, we set out to see how we could best support these staff. Travel distances and cost means that it will be hard for the majority to benefit from the face to face training and supervision we offer so we explored alternative ways of delivery.

Thanks to the strategic support of a number of generous funders, we have reached over 60,000 children and families and we are developing the ability to extend our expertise widely through a number of exciting web-based developments.

A programme to develop an online communication and collaboration platform, deliver e-learning and

provide a more powerful case work management and outcomes recording system are now underway.

School-Home Support has reached its 30th year and is continuing to develop its expertise and reach to help more children and young people to be in school, ready to learn.

However, there is still much to do with nearly a third of a million children and young people missing 15 per cent or more of their education last year. For those we worked with, 74 per cent improved, on average gaining an extra 34 days over a school year.

With your support and engagement, we can maintain and extend our success, so that more children and families can benefit from our experience and expertise.

Jan Tallis, Chief Executive of School-Home Support



Who is School-Home Support?



School-Home Support (SHS) is a charity working with children and families to maximise educational opportunities and improve their life chances. Partnering closely with schools and families, SHS looks beyond the classroom to understand and tackle the issues affecting children's learning. Since 1984 we have used early intervention to break inter-generational cycles of low aspirations, academic failure and worklessness, replacing them with children in school, ready to learn.

Building on these experiences SHS has developed services with local authorities to work with more families in need of support through the Government's Troubled Families Programme,

supporting families to tackle anti-social and offending behaviour and supporting parents into employment.

Why is SHS needed?

In 2012/13, there were nearly 300,000 children across England who were persistently absent from school. We know that persistent absence can have a lifelong impact on a child's life through lack of attainment at school and the subsequent negative impact on employment, poverty, health and offending.

However, we also know that by tackling the root causes of persistent absence, we can help end the inter-generational cycle of deprivation.

120,000 'troubled families' now expanded to an additional **400,000**

One third of persistent absentees will not be in education, employment or training (NEET) at 18

295,345 pupils in England are persistently absent

4.6% of pupils in England persistently absent

10.6% of free school meal students are persistently absent

Pupils who are persistently absent are 4 times less likely to achieve 5 A*-C Grades at GCSE including maths and English

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8.4 million school days missed annually – equivalent to 50 secondary schools standing empty.

Young adults who are NEET at 18, are more likely to be unemployed or in low paid work, have a criminal record and suffering from poor health and depression by the time they are 21.

Troubled families have on average **9** presenting issues

case study

Steven is a young carer. When his mum's mobility deteriorated due to her arthritis, Steven took on caring responsibilities for her and younger sister.

This meant that Steven was often missing school, and when he was there, he struggled to concentrate on his work. Marie, the SHS practitioner at his school, began to work with Steven and built up a link between school and his mother. She arranged for Steven to have a 'free pass' so that he could provide the support at home that he needed to and arrive at school a little late without fear of being told off.

Supported by Marie, Steven and his mum

began working with local carer's services to receive support. Now Steven has got a much better balance in his caring responsibilities and is able to focus in school without worrying about what is happening at home. Following this support Steven developed a real sense of resilience to his situation, he is happier at school and at home. He has begun to represent the school in various sporting activities and has recently been appointed a senior student at school.

Steven has increased his attendance by 12 per cent (which over a school year equals an extra 20 days) and Marie will be continuing to work with him and his mother to increase this further.

Steven said; **"I know Miss wants the best for me and I want better for myself."**



Supporting children and families

Developing partnerships with schools

SHS practitioners are based in schools, working closely with teachers and other members of school staff to bridge the gap between home and school.

Once connected with a child, practitioners work to build relationships that are trusting, personal, and distinct from formal school structures. Given the complex needs many families have, we provide family-focussed support to meet the specific needs of each family.

Our school practitioner service has supported 94 per cent of children we worked with to no longer be persistent absentees.

The past year has been a period of stabilisation for the service, with a focus on ensuring we deliver high performance across all schools. We have been

looking at how we can work with schools so that the Pupil Premium (which is funding provided to schools to increase the attainment of their most deprived students), can be utilised to improve attendance and parental engagement, to ultimately increase the attainment of the most deprived children. During the year we placed practitioners in 12 new schools.

One of the common themes encountered by our practitioners throughout the year has been the continuing impact of the economic climate. Many families are struggling with poverty, housing costs and welfare reforms. Many parents are struggling to put food on the table or keep a roof over their children’s heads. In such difficult circumstances, parents can lose focus on their child’s schooling, losing track on how many days they have missed. Our practitioners provide the help families need to tackle these issues so that they can provide the support they want to give their children.

In 2013/14:

- **1,096 individuals we supported required housing and benefits support.**
- **675 individuals we supported required support to tackle poverty.**
- **612 individuals we supported required education, training and employment support.**

Throughout the year we worked with a range of other community services and agencies to ensure that families received vital holistic support, ensuring that our impact is long lasting. In 2013/14 we supported families to:

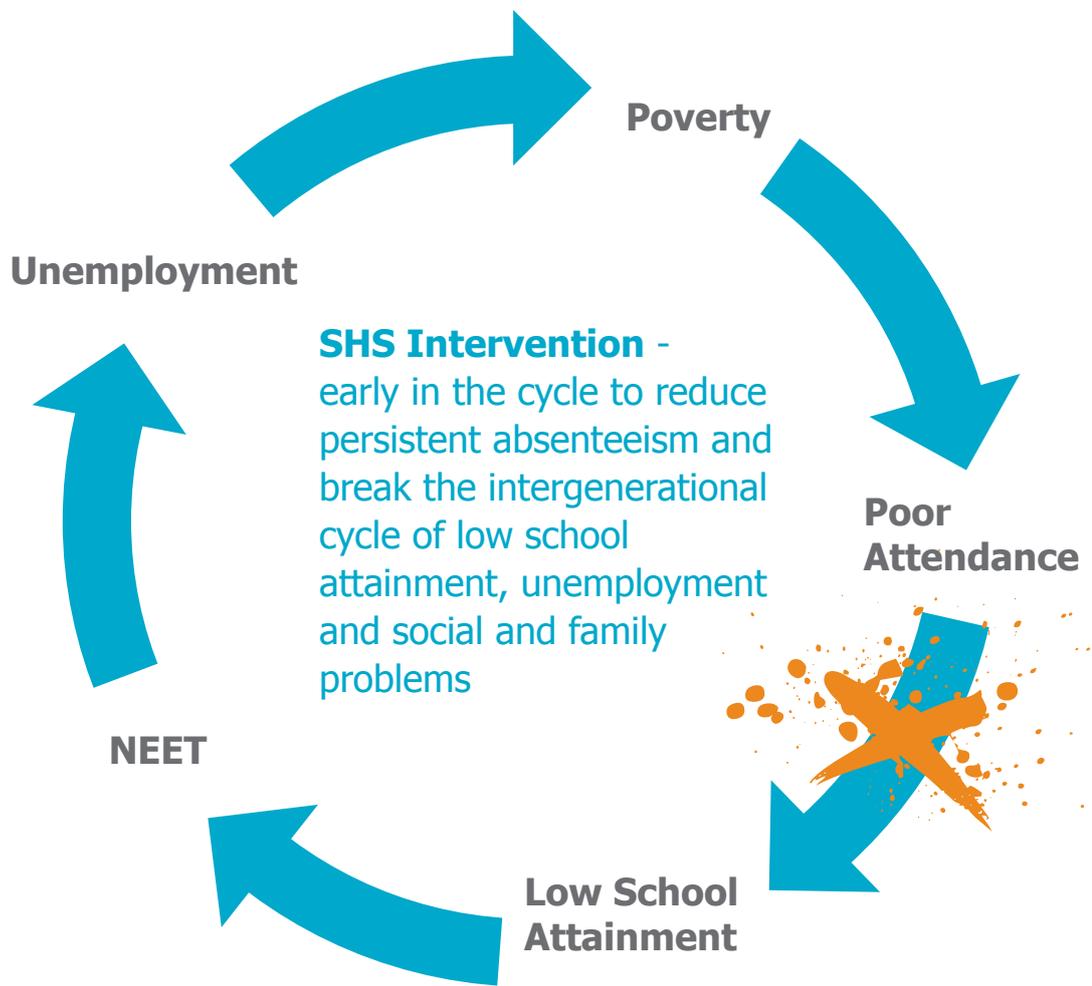
- **Access housing support**
- **Access support from food banks**
- **Engage with Child and Adolescent Mental Health Services**



“My SHS worker helped boost my confidence and so I come to school more. People bullied me before, but now I can deal with it and I know what I can talk to her whenever I have a worry”

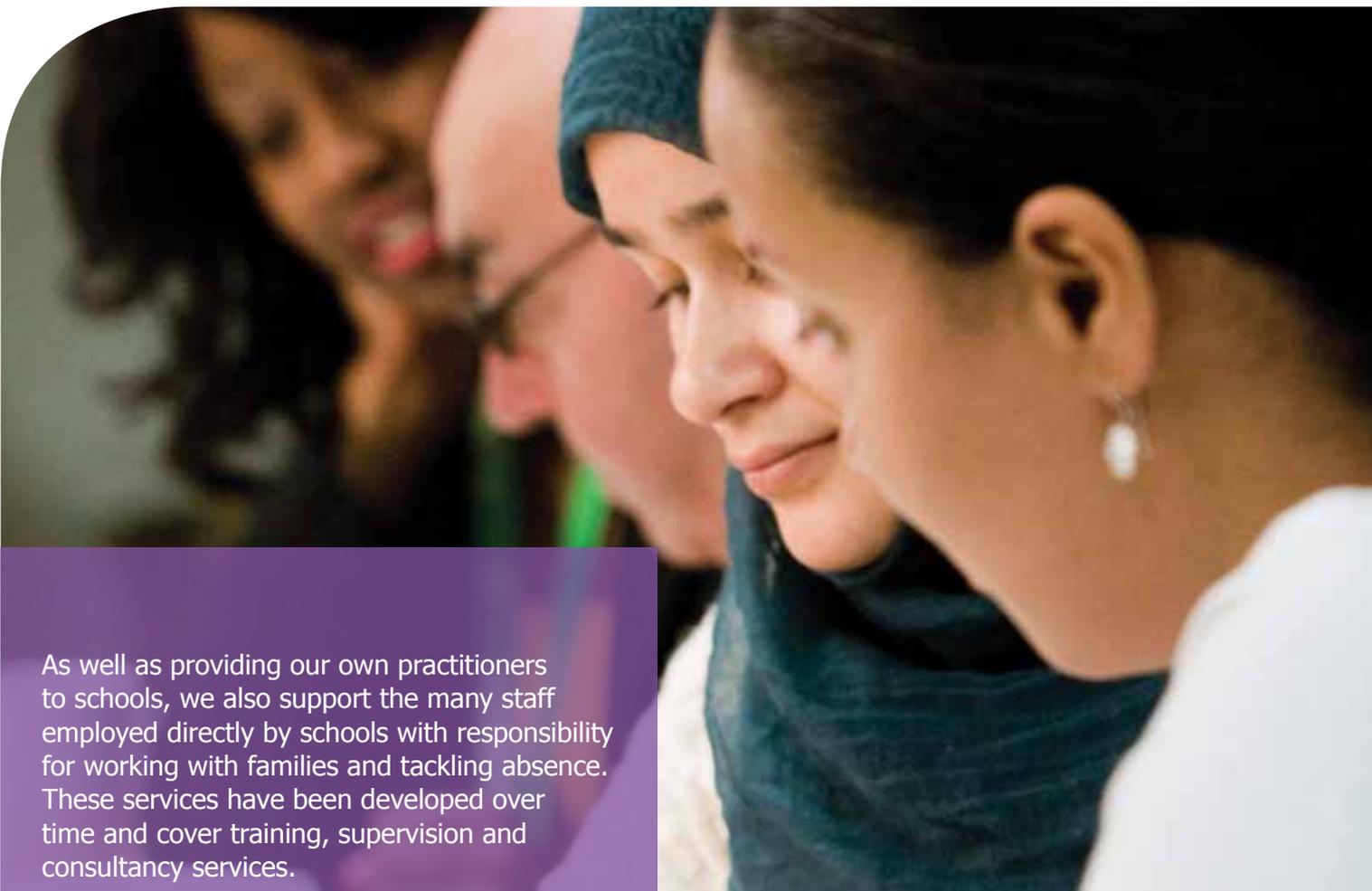
AMY, AGED 8.







Sharing our knowledge: SHS's membership scheme



As well as providing our own practitioners to schools, we also support the many staff employed directly by schools with responsibility for working with families and tackling absence. These services have been developed over time and cover training, supervision and consultancy services.



We are now expanding this through a membership scheme that will bring this together with wider benefits to provide a package of support to schools and practitioners. Members will have access to a wide range of resources and professional advice, with the opportunity to purchase additional levels of support. This will provide flexibility to schools, to ensure that they can provide their staff with the expertise they need.



Supporting practitioners to support families

As part of our continual aim of sharing best practice and improving parental engagement and school attendance, we have developed a supervision model, to be delivered to external practitioners and schools, covering both one-to-one and group supervision.

Practitioners are often working with children and families in challenging circumstances and to ensure that they continue delivering outstanding support, it is vital that they themselves receive support. The supervision service provides practitioners with a dedicated space to reflect upon their role and case work, and to explore and express the personal emotions brought up by the work. An important feature of our group supervision is to enable the

sharing of information between practitioners, to get different perspectives on case work and to share good practice. This develops the skills of the practitioner, in turn increasing the quality of support children and families receive.

There has been a really positive response from schools to this new service and we are delivering it in a number of schools.

Foundations for learning

In 2011, Goldman Sachs provided initial funding for SHS to provide practitioners in nine schools across one of the most deprived London boroughs. At the end of the first year we had achieved significant outcomes, including:

- **85% of persistent absentees improving attendance**
- **72% of children improving their attainment**
- **70% of children improving engagement**

Following on from this work, SHS developed a partnership with the local authority, supporting their goal to increase the availability and quality of early interventions across the borough.

This approach mirrors our history of intervening early with children and families to tackle intergenerational cycles of deprivation.

We have been commissioned to deliver the City and Guilds Level 3 certificate in 'Working with Parents' to professionals based in over 70 schools across the borough. We will be training staff who are responsible for working with parents, to increase the overall knowledge across the borough, so more children can benefit and be better supported to reach their potential.

We will have trained more than 80 staff by July 2015.

The Level 3 certificate is one of many training courses we deliver to schools and local authorities. In 2013/14 we also delivered training to 73 professionals across London and Manchester. A full programme of training options is available.



“

“In the year following Lee joining the school, there was a dramatic rise in attendance, to the point where we were the most improved school in the borough”.

Head Teacher St. George’s C.E. School



Lee Franklin School based practitioner

How does Lee Franklin, SHS Practitioner at St George's C.E. School, South-East London, see her work?

“Most importantly, my role is to support families in getting their children into school regularly and punctually and to support them to overcome any barriers that could be preventing regular attendance.

All of the school staff have a very clear understanding of my role and don’t hesitate to speak to me about any concerns they may have about a child. These concerns could be a child who says he hasn’t had breakfast, a child that is always tired or regularly collected late from school, or any other issues that are affecting the wellbeing of the child.

I’ll then contact the parent, explain that my role is a supportive one and invite them in to speak

to me about how best to overcome these issues. These conversations often highlight problems at home which include financial difficulties, the threat of eviction, domestic violence and mental health issues. Sometimes just sharing the problem can support parents to overcome their difficulties, but if needed I direct them to various support agencies. I emphasise that regular attendance and engagement can improve their child’s life chances and most agree they want the best for their children.

Parents know that I’m at the school every day and, over time, I break down these barriers and I’m always ready to listen and offer advice and support. The job can be stressful at times but it’s good to know I have such strong support from SHS, my colleagues and the school”

Turning around 'troubled families'

The Troubled Families Programme was launched by the Government in 2011, to support and turn around the lives of 120,000 families across England. The Government wanted local authorities to focus on three key outcomes:

- School attendance
- Youth crime and anti-social behaviour
- Unemployment

We were successful with a proposal in three London boroughs to work with families where school attendance was identified as the primary concern. As previous research by SHS has shown, families often have a wide variety of severe underlying issues, we have therefore expanded our provision to work with all families within the programme.

Independent research on Troubled Families services confirms our experience that families need support across a wide range of complex needs. The research found that on average families involved

in the Troubled Families programme had a large combination of different serious problems, which included:

- School and education
- Crime and anti-social behaviour
- Domestic Violence
- Parenting and child protection
- Health
- Employment
- Housing

Working with more families in more areas

In the summer of 2013, the Government announced that the Troubled Families Programme would be expanded to work with 400,000 families, covering a greater variety of needs.

With the learning from our experiences in Phase One, we have developed an evidence-based model that can be tailored to support more families across London.

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- **77 families turned around**
 - **40 parents supported into employment**
 - **69 families where all children are no longer persistently absent**
 - **90% of families turned around in one of the boroughs we work in**

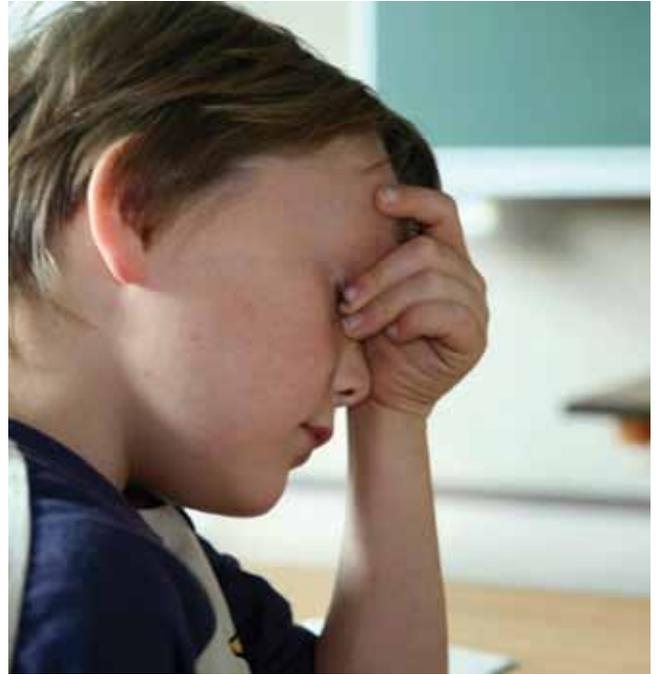


Providing support earlier

As momentum for early intervention increases, more and more local authorities are looking at how they can deliver or commission services that address problems early, before they become ingrained, thereby reducing both the harm to the individuals and the cost to the community.

The services SHS deliver have changed the lives of many thousands of children in our 30 year history. We want to use this expertise to reach more children, earlier in their lives, to give them the opportunity to maximise their educational opportunities and end the inter-generational cycle of deprivation.

We have therefore designed further services that provide early intervention, delivered in new settings, working with the whole family to tackle the root causes of the problems that impact on their ability to engage with their education and limit their life chances.



Outstanding support with outstanding practitioners

For SHS to reach its goal of delivering outstanding support to children and families we must have well supported, skilled practitioners who can deal with the wide variety of issues that present themselves within families. That's why we place such emphasis on continuing professional development for our staff, ensuring they have the knowledge, skills and confidence to make a lasting impact on the families they work with. The development we have delivered this year to our practitioners includes:

- Dealing with mental health issues
- Writing effective reports
- Introductory and advanced domestic violence training
- Introduction to benefits and welfare
- Marginalised communities
- Managing aggressive and challenging behaviour
- Group facilitation skills
- Safeguarding
- Equality and diversity training

“A particular highlight was the MIND training, incorporating ‘Managing challenging behaviours’ as well as ‘Developing awareness of mental health’. The trainers were very engaging and covered content that was extremely relevant to the work that we do. They gave us practical strategies and resources to take away and use with the families and young people we work with. SHS has a real focus on the professional development of its employees and practitioners which helps shape the wonderful work that we do.”
Zoe, Troubled Families practitioner

Providing financial support to families through the SHS

“

“When our flat burned down, I had nightmares all the time while I was sleeping at my Nan’s. I was always late for school and I was scared of everything. Mum got help from SHS to sort out our new place and buy some things for it that we needed. I really like my new bed and I’m starting to feel safe again.”

GEORGE, AGED 10

Through its work targeting poor school attendance, SHS gains the trust of children, young people and their families. This relationship often uncovers deeper issues such as unsuitable and unsafe housing, or parents with mental and physical health issues, with no access to support.

SHS’s Welfare Fund provides financial support to families who cannot afford to buy food, basic household items such as a cooker or school essentials like uniforms. The funds are donated to SHS and our practitioners can apply for grants on behalf of children and their families.

We would like to thank the kind donors to the SHS Welfare Fund in 2013/14:

Drapers’ Charitable Fund
Goldsmiths Company Charity
Javon Charitable Trust
London Catalyst
Reed Elsevier plc
D&P Trust
Buttle Trust

Case study

Kamila spent her nights trying to get to sleep on a blow up bed she shared with her mother and two siblings. All the family’s furniture had been destroyed after a major infestation of bed bugs, and they had no money buy replacements. Unsurprisingly Kamila had been missing a lot of school and even when she was there, struggled to pay attention.

Ayesha, practitioner at her school, supported the family to buy some second hand furniture and the SHS Welfare Fund was used to buy a new washing machine. Kamila’s mother has started to engage with the school’s pastoral team and has been supported to apply for schools places for her other two children. Kamila is now attending school every day and the whole family are much more positive about their future.





Improving how we work to make a bigger difference

Learning from others

This year, we brought all our staff together for a conference, taking time to reflect on SHS’s successes; the challenges facing us and potential opportunities.

We were delighted to welcome Dr Maggie Atkinson, the Children’s Commissioner for England, who gave a presentation on the rights of children as defined by the United Nations Convention on the Rights of the Child.

To help share best practice across the organisation, we ran a number of workshops, covering families with multiple and complex needs, engaging parents and carers and the Ofsted Framework. We also welcomed staff from Leap Confronting Conflict, a social enterprise and training provider, to deliver a

workshop on working with gangs, which was very informative for practitioners who were able to take the ideas discussed back to their working practice.

This was a positive experience for the whole charity and we are looking forward to our next conference in the spring.



“Inspiring and down to earth speech from Dr Maggie Atkinson. On her recommendation, I have downloaded the Unicef Fact Sheet regarding Rights of Children. My Head and I are using some of the facts in a case we are supporting at the moment.”

LEE FRANKLIN, SCHOOL PRACTITIONER.

collaborating on the cloud

We are currently transferring to a cloud based IT infrastructure system to support a more collaborative working environment across SHS. This change will bring a number of benefits to SHS as an organisation and for the children and families we support:

- Enable staff to work on the go, with access to emails and all their documents through the ‘cloud’.
- Increase collaboration between staff, with easier communication and sharing of information between staff in different locations.
- Reduce our infrastructure costs.

SHS online

We have recently commissioned a designer to develop a new website to meet the current and future needs of the organisation, so that the website can be an even more valuable source of information and provide an engaging platform for our new membership offer.

There is a wealth of information and free resources that SHS has developed which are incredibly valuable to staff in schools and local authorities. These cover a range of topics, including working with marginalised communities and the transition between primary and secondary school. Our website will provide these resources in a usable way and make use of new technologies so that people can access these on the move through their mobiles and tablets.



Improving our outcomes with data

We strive to deliver outstanding support to children and families to give them the opportunity to maximise the benefits of their education. To ensure that the work is captured effectively, both for case management and review purposes and to allow us to monitor outcomes we are implementing a new content management system. This will provide our front line staff with a mobile and secure system to record and access information about children and families. Data will be available on a real time basis enabling greater performance management and up to date information. It will provide us with detailed data on the interventions made and the outcomes achieved.

The needs of families change over time, and there can be different pressures within different areas,

depending on the quality of housing, the availability of jobs and much more. The new system will enable faster tracking of needs which in turn will allow us to provide more immediate development opportunities. SHS practitioners will continue to have the right knowledge and skills to meet the needs of the families they support.

“

“You’ve done more for me in the last three months than social services did in the previous seven years.”

MOTHER OF ‘DIFFICULT’ TEENAGE BOY TO HER SHS PRACTITIONER.





Advocating for school to home services

We passionately believe in getting children in school, ready to learn. We therefore use the experiences and expertise from our services to help shape and influence policy. In 2013/14 we:

- Contributed to these Centre for Social Justice reports:
 - o Closing the Divide – ‘Tackling educational inequality in England’.
 - o Enough is Enough, A report on child protection and mental health services for children and young people’.
- Joined the Office of Children’s Commissioner’s education working group.
- Contributed to the Home Office national MARAC (Multi Agency Risk Assessment

Conference) Scrutiny Review for 16-18 year olds.

- Provided a paper to a Labour Party working group on the Troubled Families Programme.
- Joined the National Numeracy Campaign’s Expert Group on Parental Engagement.

This year we have published a manifesto for the 2015 Election which calls for the next Government to intervene early in children’s lives to ensure they and their families receive the support necessary to break the inter-generational cycles of deprivation. Giving children the chance to maximise the benefits of their education and contribute positively to society.

Our six Recommendations:

1. Ensure the Pupil Premium is used effectively to increase the educational attainment of the most deprived 20% of children.
2. Ensure no child misses school due to the family’s inability to pay for school essentials.
3. Improve the integrated working between schools, children’s services, health services and the voluntary, community and social enterprise sector.
4. Ensure all vulnerable children receive the support they need during the important transition phases in their education.
5. Ensure that funding for the Troubled Families Programme is used in a targeted way.
6. Review initial teacher training so it includes an element on how to engage parents in their child’s education.



“I’m delighted to endorse the work of School-Home Support services in Barking and Dagenham. They bring a great deal of knowledge and expertise in helping children who have struggled to stay in education due to challenging circumstances, and carry out tremendous work alongside local families”

RT HON. MARGARET HODGE MP, MEMBER OF PARLIAMENT FOR BARKING AND DAGENHAM



“

“Susie has a long way to go but without our SHS practitioner I don't know where she'd be.”

Elder brother and legal guardian of a sexually exploited 17 year old previously categorised as 'antisocial with criminal tendencies.'

“

“I lost control after everything (death of her mother) and step by step she (SHS practitioner) taught us how to be with each other and deal with things again.”

Mother with physical and mental health problems and a 16 year old extremely anxious and withdrawn son.

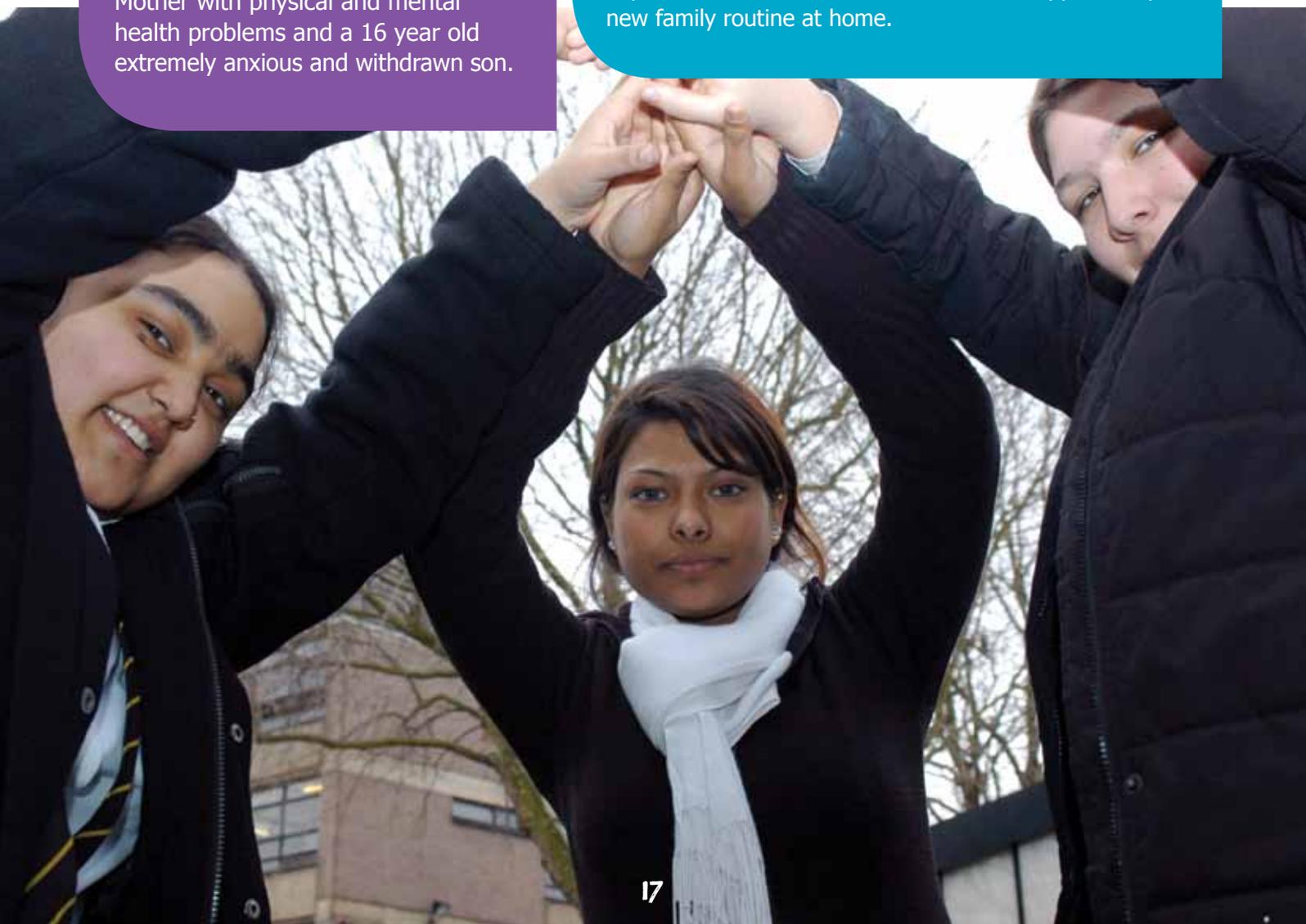
case study

Louise is a single mother who was referred to Kate, an SHS practitioner, as her six year old, James was not on any school roll and she was receiving out of work benefits. Louise also has a two year old daughter Gemma, and a 17 year old sister who lives with the family.

Both Louise and James were anxious about school as James had never been in an environment like that before; all of his social interactions had been with his direct family. Kate began by working with the Children Missing Education team to get a primary school allocation and then arranged for Louise and James to visit his new school to meet his teacher and the children in his class. This was a really positive experience for both James and Louise; afterwards they both looked forward to James beginning school and making new friends.

The SHS Welfare Fund was used to purchase school uniform for James as Louise didn't have the additional money to buy it.

James has been flourishing at school and this has also improved his behaviour at home as well, supported by a new family routine at home.



HOW your financial support helps SHS work

Fundraising from individuals, companies and charitable trusts/foundations remains vital to our work and development.

In 2013/14, we raised a total of £1,100,917, over a third of our total income. Next year, we remain committed to fundraising over £1 million, so that we can support more children and families.

“

“I feel very strongly that access to good education is key to improving social mobility and social cohesion. Initiatives that seek to improve access to and delivery of good education, from pre-school to university, are vital.

I’ve supported SHS for nine years now and am hugely impressed by its work. Its impact on reducing persistent absenteeism and the consequent improvements in behaviour and attainment are strongly evidenced by independent research. SHS provides a compelling opportunity for private funders to invest in clear, long-term and very important benefits to young people, their families and wider society”

HARVEY MCGRATH, CHAIR BIG SOCIETY CAPITAL AND DEPUTY CHAIR OF THE MAYOR OF LONDON’S ENTERPRISE PANEL

We do this efficiently. In 2013/14 we raised above £1,100,000 at a cost of just over £140,000 – a ratio of 8:1 and less than 5% of the year’s total expenditure.

The funding we raised in 2013/14 was for a number of vital SHS financial priorities:

Unrestricted income

We are going through a period of intensive development of new and exciting initiatives that will extend the impact of SHS’s long experience and expertise to every school and community in the country that could benefit from it.

Infrastructure funding: Fidelity UK Foundation
Henry Smith Charity
Paul Hamlyn Foundation

To achieve this with flexibility, imagination and professionalism, we need support, investment and involvement in our core activities. Unrestricted funding is absolutely essential to ensuring proper management of resources and growth. To meet our ambitious objectives we must invest in research and development of new and existing services, staff and other requirements.

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“If you invest your money in anything, I would urge you to invest in SHS.”

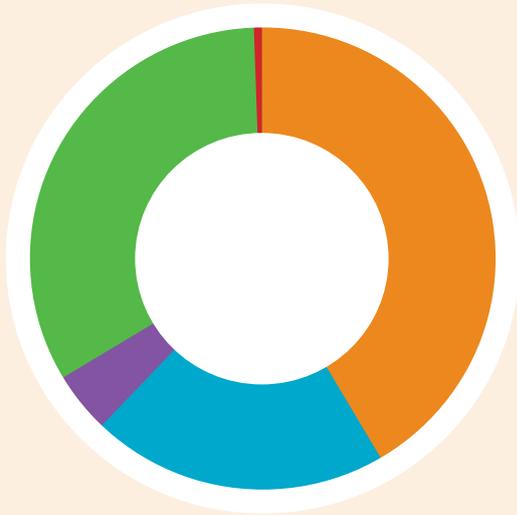
WILLIAM YEARLEY, HEAD TEACHER, PARKHILL JUNIOR SCHOOL, CROYDON

Donors to core and unrestricted funding in 2013/14 included:

29 May 1961 Charitable Trust
Adrian Swire Charitable Trust
Blackrock Inc.
CHK Charities Ltd.
Cinven
Esmée Fairbairn Foundation
Eureka Charitable Trust
Fidelity Worldwide Investment
Garfield Weston Foundation
John Swire Charitable Trust
Man Charitable Trust
Pears Foundation
PF Charitable Trust
Roddick Foundation
Rayne Foundation
Euro Office
IM Group
Thales Charitable Trust
Mr and Mrs F & C Evans
Mr R Evans
Mr J Micklethwait
Mr H Battcock
Mr J Lock
Mr B Olson
Mr I Woolf
Mr A Dowell
Dr D Godwin-Austen

How we spend our money

The graphs below show our income and expenditure from our unaudited accounts for 2013/14. SHS's statutory annual report with audited accounts is available separately.

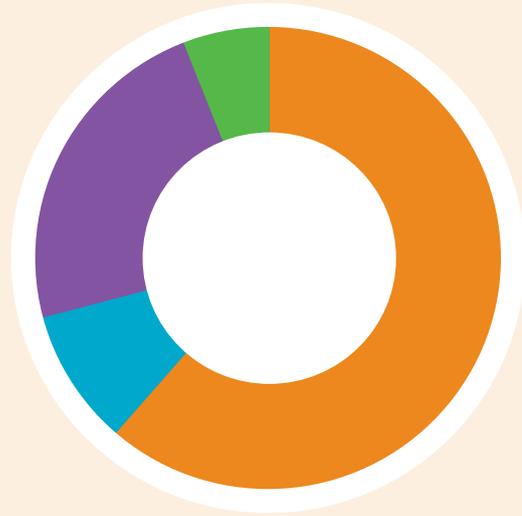


Unaudited 2013/4

Income

- 1,398,376 Schools
- 635,816 Local Authority/Statutory
- 143,988 Training & Consultancy
- 1,100,917 Fundraising
- 12,339 Interest & other

£3,291,436 TOTAL



Expenditure

- 1,942,603 Practitioner Services
- 218,217 Training & Consultancy
- 723,881 Premises, Admin & Support
- 143,470 Fundraising

£3,028,171 TOTAL

Funding for SHS practitioners

The work of SHS practitioners in schools, pupil referral units, children's centres and other settings is at the very heart of SHS's experience and success.

Many more children and families need support to achieve the extremely positive outcomes our practitioners achieve.

Donors providing funding for SHS practitioners in 2013/14 included:

- Breadsticks Foundation
- ExPat Foundation
- Joseph Levy Charitable Trust
- Liberum Foundation
- Morgan Stanley International Foundation
- Nomura Charitable Trust
- Richard Reeves Foundation
- State Street Foundation
- Wessex Youth Trust
- Walcot Foundation



Best thing I ever did was employ SHS. I can sleep at night now knowing my most vulnerable children are being looked after brilliantly."

SUE HARTE, HEAD TEACHER, JOHN STAINER COMMUNITY PRIMARY SCHOOL, LEWISHAM

our fundraising priorities for 2014/15

- Core and unrestricted funding
- Funding for SHS practitioners
- The SHS Welfare Fund
- New this year, funding new school memberships all over the country, allowing many more schools to take advantage of SHS's experience and get hundreds of thousands more children and young people back into school and ready to learn, whatever it takes.



For more information on any of our services, or to discuss how you can support us in reaching more children and families please contact us on **0845 337 0850** or email **enquiries@shs.org.uk**.

*All case studies have been anonymised and the photo's used throughout the document have come from the SHS image library and do not represent the case studies or quotes used.

School-Home Support

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School-Home Support



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