

27 February 2019

**TITLE OF REPORT: Further Information on the Provision of Services by
Safe Space (formerly (Counselling in Schools))**

Report of the Director of Children's Services

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1. Purpose

- 1.1 To provide further information to the Forum on the work of Safe Space (previously Counselling in Schools) and to propose changes to the funding arrangements.

2. Summary

- 2.1 Forum considered the paper [Safe Space: A review of HLN DSG Funding](#) at its meeting on 28 November 2018.
- 2.2 Forum asked for a further report to be made to the February meeting demonstrating the impact for schools, including from their perspective; and that this should include greater clarity on the proposed use of any additional funding and an indication of where Safe Space fits with other provision.
- 2.3 There is a strong case for providing central DSG funding to support the service because its benefits extend beyond the school "buying" the service at any particular time. In particular:
- (i) The service helps prevent pressures on other higher, cost services with consequential savings to DSG and to other schools; and facilitates an effective referral process.
 - (ii) The service provides some wider, non-traded beneficial services such as a volunteer mentoring programme for 11-19 year olds.
- 2.4 To invest a further £70,000 to enhance and widen the Safe Space offer funded from the savings in overheads would enable the following:
- Implementation of a consistent pricing structure.
 - Investment in targeted marketing of Safe Space including clarity about pathways available to schools to access appropriate support.

- Increase clinical supervision structures within the service in line with increasing complexity and to meet increased demand.
- Increased ability to provide added value to partnership links with schools and other educational settings outside of the clinical delivery.

2.5 Initial feedback from 20 Schools who commission Safe Space highlighted the following key benefits:

- Value for money
- Accessibility
- Flexibility / Responsiveness.

3. Recommendations

3.1 Forum was previously recommended to support the following proposals:

- i) To continue to support Safe Space.
- ii) To reduce the cost of overheads charged to DSG by 50% / £123,000.
- iii) To invest a further £70,000 to enhance and widen the Safe Space Offer funded from these savings in overheads.
- iv) To implement a consistent pricing structure across all Hertfordshire schools.

A further proposal has been added:

- v) To develop a marketing strategy to publicise the service to Hertfordshire Schools in a systemic roll out to ensure needs may be met and demand does not exceed availability.

4. Background

4.1 Safe Space (formerly the Counselling in Schools Service) works with children and young people across Hertfordshire delivering quality assured counselling, arts therapy and mentoring. The service is part of Services for Young People within HCC Children's Services.

4.2 Approximately 24,000 children and young people aged between 3 and 19 years currently meet the threshold for a mental health diagnosis in Hertfordshire. By 2020 we can expect this to have increased to just over 26,000 children with diagnosable mental health difficulties. Evidence from the 2015 Hertfordshire CAMHS Review suggested that only around a third of children with a diagnosable mental health problem appeared to get the help that they needed; with the report further highlighting that children and young people's mental health needs are most likely to be met only when they present in a crisis. CAMHS have stated that they only receive government funding for 30% of the children and young people likely to have a diagnosed need of support.

4.3 Safe Space delivers counselling and therapeutic services in Hertfordshire schools and other community settings. HLN DSG funding has supported the direct delivery of these services, 20% of which are to the SEND group. It also supports the cost of HCC Corporate overheads. There is more demand

from schools than the service can currently provide.

- 4.4 The impact of removing these services would be an insufficient response to the mental health needs of children and young people and an escalation of issues both within the school setting and to more specialist and expensive services. Conversely investment in the capacity of the service would enable a wider offer with the same integrity of professional supervision and consistent approach to safeguarding.
- 4.5 Safe Space's unique position within Hertfordshire County Council and its strong links with Step 2 (Hertfordshire Community Trust) and Specialist CAMHS (Hertfordshire Partnership Foundation Trust) have enabled it to develop across the continuum of mental health and social care provision; offering a crisis response to support school communities when a tragic event occurs, delivering bespoke programmes for particularly vulnerable young people. It works across both the therapeutic interventions and the mentoring programme by developing an increasing contribution to contextual safeguarding.

5. Feedback from Schools on Services Provided

- 5.1 Appendix 2 provides a list of the 206 schools where Safe Space has worked so far during the 2018-19 financial year.
- 5.2 Following the last Schools Forum a sample of twenty schools have been contacted for feedback to directly understand the impact of Safe Space. Our feedback forms will be sent out within the next three weeks as part of our annual renewal processes.
- 5.3 The feedback from schools received fell into the categories below.
 - 5.3.1 Value for money
 - Reassurance in the provision of a quality assured service that is part of Hertfordshire County Council.
 - Knowledge and experience of the Safe Space service, not just the counsellor, meaning that the School can seek advice on complex situations, provide support for families and strengthen their knowledge and approaches to vulnerable children and young people.
 - The consistency in pricing over the last eight years has enabled Hertfordshire schools to continue to commission Safe Space. It is a significant expense to our school but one that pays dividends in the longer term for the well-being of our students.
 - 5.3.2 Accessibility
 - Accessing school based therapeutic interventions is beneficial as children do not miss half a day of school to attend an external appointment.
 - Counselling / Art Therapy offers our most vulnerable students time of their own to talk through issues that they wouldn't want their family to know about (usually as a result of safeguarding).

- Parents feel reassured that their children are able to access support at school and see this as part of the extended offer.
- Although not all children want to be seen at school it is a less stigmatising option than having to attend a 'Mental Health service.'
- One of the benefits of school based counselling is that children and young people do not need a clinical diagnosis to access it.

5.3.3 Flexibility / Responsiveness

- Safe Space can offer schools the flexibility to provide a child therapeutic support throughout exclusion, reduced timetable or phased return to education offering support strategies for parents and staff.
- The scale of the service allows for additional therapists to be provided to schools on top of existing contracts if the need arises therapeutic support at alternative venues are found, although never the family home.
- The ability to build a partnership with the therapist including their availability to meet with parents as necessary, showing understanding and support for them too.
- The whole service will go the extra mile to make a difference.

5.3.4 Additional quotes relating to the impact of Safe Space:

- "I can't thank you enough for all that you have done and for making a lost little boy a little more found. The work you have done with him will not be forgotten."
- "A great service which supports our pupils really well, thank you for the impact you've had!"
- "It has stopped this term being completely overwhelming for this boy'; stopped things from getting worse at a very challenging time."
- "Very responsive, clear communication, great quality counsellor – just what was needed!"
- "Our therapist is utterly wonderful and an essential part of our school team. Thank you."
- "This is a very worthwhile service which is having a positive impact on the well-being of our pupil using it. Long may it continue and be affordable. Thank you."
- "I think it is an excellent service and I am so glad we can offer the children in our school counselling as it is so beneficial in so many ways."
- "Our counsellor is excellent!"
- "We very much appreciate the good work of your team."
- "The school has always highly valued the service, and it has changed the outcomes for pupils in a positive way."
- "We place a high value on the work and the impact it has on our children; I cannot praise her enough for her professionalism, integrity and for the way she builds trusting relationships with our children."

6. Impact of school based counselling provision

(Cooper, M. (2013). School-based counselling in UK secondary schools: A review and critical evaluation. Lutterworth: BACP/Counselling MindEd.)

- 6.1 School based counselling is evaluated positively by service users and school staff; and is perceived by them as an effective means of bringing about improvements in students' mental health and emotional wellbeing. School staff and service users also perceive school-based counselling as enhancing young people's capacity to engage with studying and learning.
- 6.2 Around two-thirds of clients in post-counselling questionnaires said that school-based counselling had led to improvements in their capacity to study and learn; as did 80–100% of clients in post-counselling interviews. Most frequently, clients indicated that the counselling had helped them to concentrate more in class by giving them an opportunity to talk through – and 'get off their chest' – difficulties that were inhibiting their capacity to 'think straight' at school. In addition, clients reported that counselling had increased their motivation for school and schoolwork, and had led to improvements in their relationships with teachers.
- 6.3 Qualitative reports from teachers and service users suggest that approximately 80% of young people who participate in school-based counselling (approximately 320,000 young people in the UK between 2008 and 2013) will experience improvements in their capacities to engage with studying and learning, particularly in terms of being able to concentrate more in class.

7. Where does Safe Space fit within the context of Child and Adolescent Mental Health in Hertfordshire?

- 7.1 Safe Space forms an integral part of the continuum of emotional and mental health provision in Hertfordshire. This is demonstrated in Appendix 1, CAMHS System Overview. Counselling and Art Therapy in schools sits largely within the Tier 2 offer, Safe Space is increasingly being identified as Tier 2.5 given the complexity of the caseload and the numbers of children and young people being seen who would meet thresholds for Specialist CAMHS provision but will not engage with them.
- 7.2 The level of experience and qualifications of staff means that there is the flexibility to work with more complex emotional and mental health issues that would meet thresholds but where children and young people will not engage. There is also the ability to support services where there is an unexpected demand and waiting times escalate.
- 7.3 As well as providing services that are bought by schools Safe Space is funded by CAMHS to provide Crisis work and accept direct referrals from the Hertfordshire Partnership Foundation Trust Single Point of Access, further details are provided of all these services in section 8. This Crisis work has been very well received by schools, particularly as Safe Space is able to support the child, family and school. The need for post crisis

support was identified as a gap in provision in the Hertfordshire CAMHS review 2015 for those children and young people who had experienced a traumatic event but who would not otherwise meet thresholds for mental health services.

- 7.4 One of Safe Space's strengths is its partnership approach to therapeutic provision. The service is involved with suicide prevention work (Just Talk), early intervention and prevention work with Families First and developing therapeutic provision for our most vulnerable with Children Looked After and Care Leaver Teams. In addition to strengthening existing provision Safe Space is also proactive in identifying opportunities to be part of new initiatives, such as in the response to the Green Paper: [Transforming children and young people's mental health provision](#) trailblazer bid for Mental Health Support Teams (MHSTs) to work with schools and to reduce waiting times for intervention from mental health services This looks at developing a network of provision around 40 schools within Hertfordshire through our Education Support Centres. Safe Space is in an excellent position to support this initiative offering countywide medium to long term support for children and young.
- 7.5 The 2016 DFE document [Counselling in Schools a Blueprint for the Future](#) details the Government's expectation that all schools will develop access to school based counselling services. Safe Space is a unique resource for Hertfordshire and one that still has huge potential for development.
- 7.6 Current funding of the different Safe Space work streams is detailed in section 9 of this report.

8. The range of counselling or therapeutic services Safe Space offers to Schools

- 8.1.1 Arts Therapy: approximately 30% of the therapy Safe Space delivers is Arts Therapy, this includes both art and drama therapy. Safe Space is the only countywide provider of this and schools find it invaluable as a means of offering therapeutic interventions to the younger age group (4 years plus) and also those with learning difficulties or disabilities who are less able to verbalise their thoughts and feelings. Arts therapies are often more accessible for children and young people that find it difficult to engage with talking therapies.
- 8.1.2 Importantly with the co-morbidity that is often present within children and young people with LDD their needs often fall under the thresholds for Specialist CAMHS or PALMS. These needs can have a significant impact on their ability to learn. A service like Safe Space can provide much needed early intervention.
- 8.2 Counselling: The level of experience and expertise of staff means that counsellors comes from different theoretical backgrounds but all have a skills toolkit that can be employed to engage children and young people across all ages and with varying needs and abilities. This is very important

and one of the elements of provision that encourages participation as it is not seen as being 'clinical'.

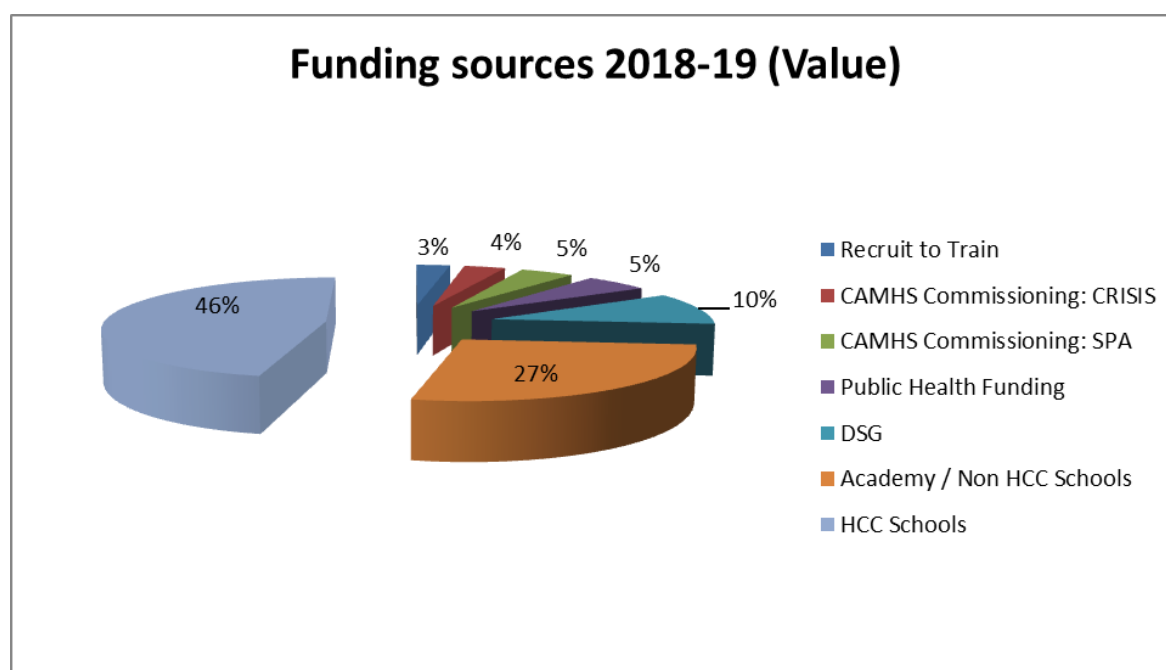
- 8.3 Group work: There are increasing requests for therapeutic group work for children and young people both in and out of school. Though group work will not be suitable for everyone there is much value in offering this for between 4 - 6 children with similar issues or experiences such as bereavement and anxiety. It can be a cost effective way for schools to deliver to a number of vulnerable students. The Centre for Mental Health estimates in their report ['Investing in Children's Mental Health'](#) that some group interventions can have a considerably higher benefit / cost ratio than individual interventions.
- 8.4 Case Consultation for school staff (group and individual): As the complexity of our children and young people increases schools have benefited from an opportunity to think through some of the more challenging situations. This can be offered individually or to a group. It is an opportunity to think systemically and with a solution focused approach to situations.
- 8.5 Crisis referrals, therapeutic provision for schools (funded by CAMHS Commissioning): These typically occur as a result of a serious incident a child or young person is affected by. This can include instances of suicide of a family member or pupil; an attempted suicide on school premises; sudden death of a teacher (supporting pupils and staff members); and also accidents, for example a car accident which pupils may have witnessed. In these cases once the school have made contact the Educational Psychology team would attend the school to support the Senior Leadership team and staff in the immediate aftermath and Safe Space are then called upon to offer 1-1 therapeutic support to pupils and/or staff members in need. This offer has rapidly expanded over the last few years, most particularly the support for school staff.
- 8.6 Direct referrals from Hertfordshire Partnership Foundation Trust Single Point of Access): CAMHS Commissioners fund Safe Space to work with children and young people referred to the HPFT Single Point of Access who do not meet thresholds for Specialist CAMHS provision or those who will not engage with it. Whilst this is usually 6-10 sessions of work this can be enough to intervene and prevent a situation escalating. Where additional interventions are required this will be dealt with in partnership with Specialist CAMHS colleagues.
- 8.7 Training and Development for School Staff: A range of training has been delivered to Hertfordshire schools looking at attachment; bespoke sessions offering strategies for school staff in supporting children and young people with additional needs who have received therapy; solution focused reflective techniques to support where staff are 'stuck'. The aim of all of the training is to provide school staff with additional tools, often with a therapeutic element that enable them to apply the learning to the children and young people they teach. Safe Space's work with Teaching Assistants has been particularly effective as it enables a transfer of learning from the

therapy room into the classroom which can enable a change in responses to behaviour and a noticeable reduction in the need for interventions.

- 8.8 Advice and guidance: This is an increasing part of what Safe Space is being asked for by parents, school staff and Senior Leadership Teams. Even schools in which we do not work contact Safe Space for advice, signposting and assistance with children and young people for whom there are behavioral and / or emotional and mental health concerns. Increasingly this has extended to looking for support for parents / carers themselves where there are safeguarding and / or mental health concerns. Safe Space is closely aligned with the school CAMHS Link programme which enables identification of common themes and issues which may inform preventative programmes.

9. Financial Implications.

- 9.1 High Level Needs DSG support to the service reflects some of the wider benefits of the service, but also keeps direct costs to schools lower than they would otherwise be by covering the costs of corporate overheads and making a further contribution to direct costs.
- 9.2 Safe Space operates on a part traded model. The majority of funding (81% or £633,000) comes from directly traded work. The remaining funding comes from a variety of sources including DSG as illustrated in the below two tables.



Funding Sources 2018-19 (direct delivery)	Value £
Recruit to Train	22,000
CAMHS Commissioning: CRISIS	27,000
CAMHS Commissioning: SPA	35,000
Public Health Funding	42,200
DSG	79,629
Academies	210,000
Maintained Schools	361,000
Total funding	776,829

9.3 Redirecting £70,000 that is currently attributed to Safe Space overheads towards direct delivery would have a significant impact on the service. Based on feedback from the Schools Forum meeting in December 2018 these funds would be utilised as detailed below.

9.3.1 **Implementation of a consistent pricing structure in place for all Hertfordshire Schools** - approximately £12,000 (based on contracts with Academies this financial year) of this funding would enable Safe Space to offer Academies and HCC schools a similar level of discount for annual contracts (10%). The discount was originally put in place to incentivise schools to commit to a contract that would allow us to more robustly plan service delivery. This would be particularly beneficial for some of our smallest schools where this discount can have a significant impact in their ability to purchase services.

9.3.2 **Investment in targeted marketing of the Safe Space offer to Hertfordshire Schools on the basis of the market engagement questionnaire developed** – Schools Forum identified that not all schools were aware of Safe Space (previously Counselling in Schools Service). A list has been provided in Appendix 2 for the Schools Forum to see which schools have benefitted this financial year.

Safe Space acknowledges that there is currently little marketing activity for the service, historically new business comes from work delivered through other funding streams then becoming a contract with the school. Additional funding would enable the service to develop a marketing strategy in combination with the provision of additional resource for the supervision of extra therapists.






9.3.3 **Ability to develop and increase clinical supervision structures** - There has always been a challenge in terms of marketing and then raising expectations for a service that could not then be delivered in terms of demand without additional supervisory capacity. With the funding to recruit 4 additional Clinical Supervisors (variable hours) and a part time Clinical Lead the service would be able to quality assure the recruitment of extra therapists in accordance with the level of need identified.

The additional Clinical Supervisors will oversee the therapeutic delivery of an increased workforce designed to be able to respond to increases in demand and offer additional flexibility for Hertfordshire Schools. It is a requirement for professional practice that Counsellors have access to appropriate levels of clinical support. Safe Space provides a minimum of 1.5 hours individual clinical supervision and 2 hours of monthly group supervision. Where there are particularly complex cases this can be increased. Effective clinical supervision is fundamental to the delivery of quality assured provision.

A part time Clinical Lead for Safe Space would enable us to implement a remodelled supervisory structure and to seek BACP (British Association for Counselling and Psychotherapy) Service Accreditation. This development would allow us to strengthen the link between clinical supervision and the Safe Space Management team ensuring processes and procedures meet clinical best practice. With the Clinical Lead and an additional 4 Clinical Supervisors we could recruit up to 16 additional therapists. This could enable us to significantly increase our offer by up to 300 children and young people per week depending on demand.

- 9.3.4 **Resource to continue to develop partnership links with schools and other educational settings outside of the clinical delivery** i.e. meeting increased requests for attendance at meetings and events for which the service does not charge but that are directly in support of clients. This additional funding would give us greater scope to be part of wider partnership meetings with schools, to include supporting parent's evenings and non-traded training for staff.

Appendix 1: CAMHS System Overview

				Presentation or issue	Intervention	Service
Specialist Specialist Needs & Safeguarding Getting Risk Support Crisis	Specialist Needs & Safeguarding Getting More Help Tier 3	Specialist Needs & Safeguarding Getting Risk Support Crisis	Consider if the feelings or behaviour are proportionate to life events, what the impact is, whether they are age appropriate. Establish if the feelings or behaviour are apparent at home, school and all other environments. Consider the impact of pursuing a mental health service for a child or young person who is experiencing feelings appropriate to their situation.	<ul style="list-style-type: none"> Deliberate self-harm requiring hospital treatment Suicidal ideation with imminent plan and means Psychotic episode (hearing unexpected voices, disjointed, unrealistic or racing thoughts not related to physical or substance misuse factors) Intentional overdose Other mental health crisis 	<ul style="list-style-type: none"> Emergency / safeguarding / risk management / intervention (including possible use of the Mental Health Act) Short term treatment / intervention for high risk cases Sometimes a referral to Tier 4 for specialist inpatient support, eg Forest House 	<ul style="list-style-type: none"> A&E / Children's Emergency Department Children's Services Urgent specialist CAMHS referral via SPA CAMHS Crisis and Treatment Team (C-CATT) Family Safeguarding Teams
				<p>Mental health problems which are:</p> <ul style="list-style-type: none"> Persistent Complex Severe Present in all environments – school home, community, with peers Beyond a normal response range to life problems <p>Where intervention at Tier 1 and 2 has not been successful OR the difficulties are of such a severity and are causing impairment to such a degree that a referral straight to specialist CAMHS is indicated e.g. psychosis, risk of suicide or severe self-harm, severe depressive episode, eating disorders</p> <p><i>A diagnosis or on the diagnostic pathway for either autistic spectrum disorder or global learning disability with an additional emotional, behavioural or other mental health need.</i></p>	<p>Specialised community, multi-disciplinary services:</p> <ul style="list-style-type: none"> Individual interventions Systemic Family therapy Other psychological therapies Risk management plans Weight management plans 	<ul style="list-style-type: none"> Specialist CAMHS – including clinical CAMHS Social Worker, Clinical Nurse Therapist, Practitioners in Psychiatry, Psychology, Psychotherapy, Family Therapy Positive behaviour, Autism, Learning disability, Mental health service (PALMS)
				<p>Mild to moderate emotional or mental health issues, For example:</p> <ul style="list-style-type: none"> Experiencing difficulty as a result of being a Young Carer Experiencing difficulty as a result of being in care Experiencing difficulty as a result of parental mental ill health Loss of a significant adult Deliberate self-harming Possible eating disorder Experiencing difficulty as a result of being LGBT ADHD <ul style="list-style-type: none"> Significant low self esteem Behaviour puts peers at risk Persistent or high risk substance misuse Risk taking behaviour Unable to display empathy Difficulty coping with anger / frustration Withdrawn / unwilling to engage Disruptive / challenging behaviour Unable to maintain peer relationships (bullying, bullied/ aggression etc) <p>NB At this stage, the behaviour or symptoms may be related to a practical or social problem. De-escalating this problem could support de-escalation of the associated emotional distress. Therefore appropriate interventions may be more practical or social in nature as opposed psychological.</p>	<p>Short term psychological or counselling interventions delivered by a trained mental health professional EG:</p> <ul style="list-style-type: none"> Counselling Cognitive Behavioural Therapy (CBT) Art therapy Solution focused brief therapy <p>Practical support to resolve / reduce the emotional burden of life problems EG:</p> <ul style="list-style-type: none"> Family support Mentoring <p>Support to universal services:</p> <ul style="list-style-type: none"> Consultation Training supervision 	<ul style="list-style-type: none"> Step 2 Community counselling Counselling or Mentoring in Schools Educational Psychologist Education support centre / outreach Multi Agency Safeguarding Hub (MASH) Families First Early Help (CAF) Targeted Youth Support Team Wellbeing Service (16+) AF-DASH Specialist CAMHS provide a Tier 2 service for CLA and those known to Children's Services www.kooth.com online counselling (for 10-25s)
Early Help & Targeted Additional / Complex Needs Getting Help Tier 2	Early Help & Targeted Additional / Complex Needs Getting Help Tier 2	Early Help & Targeted Additional / Complex Needs Getting Help Tier 2	Consider if the feelings or behaviour are proportionate to life events, what the impact is, whether they are age appropriate. Establish if the feelings or behaviour are apparent at home, school and all other environments. Consider the impact of pursuing a mental health service for a child or young person who is experiencing feelings appropriate to their situation.	<ul style="list-style-type: none"> Difficulties with normal life problems Poor self confidence Low self esteem Low aspirations Subject to discrimination Difficult family relationships Poor peer relationships <ul style="list-style-type: none"> Experimental substance misuse Not always safe choices Bereavement (not complex) Separation anxiety Poor concentration Difficulty sustaining relationships Not always engaged 	<ul style="list-style-type: none"> Mental health promotion & prevention Identify problems early in their development Offer general advice, information and support Signpost to sources of additional support Facilitate peer support Refer to more specialist services where necessary 	<ul style="list-style-type: none"> Schools & Children's Centres Health Visitors School Nurses GPs VC Hertfordshire for support with external factors affecting wellbeing; with general emotional wellbeing; and for online therapeutic support and self-help.
Universal Emerging Needs Getting Advice & Help Tier 1	Universal Emerging Needs Getting Advice & Help Tier 1	Universal Emerging Needs Getting Advice & Help Tier 1		<p>Language key:</p> <p>Safeguarding  Meeting the Needs  Thrive  CAMHS Tiers </p>		

CAMHS System Overview 2017

CAMHS (Child and Adolescent Mental Health Services) in Hertfordshire is made up of a number of providers. Thresholds and eligibility criteria are subject to change and as such, it is sometimes difficult to navigate the provision landscape. Provision is currently arranged across four tiers but this is moving towards a needs led model (Thrive).

This document has been prepared to illustrate some common presentations or issues and how we might categorise them into tiers or needs. Alongside these are the types of interventions that are helpful in meeting needs at each level and which services might provide such interventions. This document takes account of provision which covers most, if not all of Hertfordshire and therefore may not represent what is available locally.

Making a judgement about a child or young person's mental health needs is not an exact science; for example, a child with ADHD might present in any of these categories. Therefore, this guide is intended as an aid to professionals as opposed to a rigid framework to follow. We hope you find it helpful.



Appendix 2: Schools receiving a service, 2018-19 Financial Year

Adeyfield	Longmeadow
Albury	Mandeville
All Saints	Manland Primary
Almond Hill	Manorfield
Ascot Road	Maple Cross
Ashfield Junior	Markyate
Ashtree	Marlborough
Astley Cooper	Marriotts
Barclay	Martinswood
Barnwell	Meadowwood
Bassingborun	Merry Hill
Batchwood	Micklem
Beaumont	Millbrook
Bedwell	Millfield
Beech Hyde	Millmead
Beechwood Park	Monksmead
Bengeo	Monkswalk
Birchwood High	Mount Grace
Birchwood Primary	Nancy Reuben Primary
Bishop Stortford High	Nazeing School (Essex)
Bishop's Wood	Nicholas Breakspear
Boxmoor	Nobel
Breakspeare	Oakview
Brockswood	Onslow St. Audrey's
Brookland Infants	Orchard
Brookland Junior	Oughton
Brookmans Park	Parkgate Junior
Broom Barns	Parkside Community
Bushey Manor	Parmiters
Bushey Meads	Ponsbourne St. Mary's
Cavendish	Prae Wood
Christ Church Chorleywood	Princess Helena College
Clore Shallom	Priors Wood
Cockernhoe	Puller Memorial
Commonswood	Purwell
Cranbourne	Queens'
Creswick	Ralph Sadleir
Cuffley School	Reedings
Downfield	Richard Hale
Eastbury Farm	Richard Whittington
Edward Peake	Rivers ESC
Elstree UTC	Robert Barclay
Essendon	Roger de Clare
Fairfield	Roman Fields
Fairlands	Roman Way

Flamstead
Francis Combe
Freman
Gade Valley
Galley Hill
Garden Fields Junior
Giles Junior
Goffs
Great Gaddesden
Greenway
Harlow College
Hartsbourne
Hartsfield
Hertford St. Andrews
Hexton JMI
Highover
Hitchin Boys
Hobletts Manor
Holdbrook
Hollybush
Holtsmere End Junior
Holtsmere Infants
Holwell
Homerswood
How Wood
Hunsdon
Hurst Drive
Jenyns First
JMI Highover
John F Kennedy
John Fisher
John Henry Newman
John Warner
Kenilworth
Kings Langley
Knightsfield
Larwood
Laurance Haines
Layston
Leventhorpe
Lime Walk
Little Hadham
Little Reddings
Lochinver House Prep
Lodge Farm
Longdean
Longlands

Round Diamond
Roundwood Primary
Rowans Primary
Sacred Heart
Samuel Ryder
Sandringham
Shepherd
Simon Balle
Sir John Lawes
Springmead
St Andrew's C of E Primary (Much Hadham)
St. Adrian's
St. Albans High
St. Albert The Great
St. Bernadette's
St. Catherine's (Hoddesdon)
St. Catherine's (Ware)
St. Clement Danes
St. Columbus College
St. Edmunds College
St. Francis
St. George's
St. Giles
St. Helen's (Wheathamstead)
St. Ippolyts
St. Joan of Arc
St. John's Rickmansworth
St. Lukes
St. Mary's Primary Northchurch
St. Mary's Ware
St. Meryl
St. Michael's
St. Michael's Catholic High
St. Michael's Woolmer Green
St. Nicholas
St. Pauls Catholic Primary (Cheshunt)
St. Peters
Stanborough
Stapleford
Stevenage ESC
Stone Hill Primary
Stormont
Summerswood
Swallowdell
Swallowdell
Swing Gate
Templewood

The Grange
The Grove Junior
The Leys
Thomas Alleyne
Thorn Grove
Totteridge Academy
Townsend
Valley School
Watchlytes
Watford Boys Grammar
Watford Field Infant
Watton at Stone
Welwyn St. Mary's
West Herts College
Westfield
Wheatcroft
Wilshire Darce Junior
Woodhall Primary
Woodlands
Woolenwick
Wymondley
Yewtree