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Early Help Offer

What is Early Help?

‘Early Help’ means providing help for children, young people and families as soon as problems start to emerge or where it is likely that issues will impact negatively on children’s outcomes.

Early help:

- Is for children of all ages and not just the very young
- Can be provided at any point of need
- Can be very effective in supporting a child, young person and/or their family to step down from statutory services as well as preventing the escalation of issues.
- Is important because there is clear evidence that it results in better outcomes for children.

Early Help is a term that describes much of the everyday work of schools.

Early Help in Leicester

<https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/>

The vision of all partner organisations working with children and families in Leicester is to improve children’s lives by working in partnership to raise aspirations, build achievement and protect the most vulnerable.

This is based on the belief that:

- Families and communities have many strengths that support parents as the primary carers for their children and contribute to building resilience and independence in families.
- Children, young people and families develop resilience if there are protective factors in place such as: a positive relationship with an adult; good literacy and communication skills; good school attendance; and parents in or actively seeking/ready for work.
- Children’s needs are best met when help is offered in a universal setting within a socially mixed group and early on when problems start to emerge.

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- Children and young people's needs are best met when addressed in the context of the whole family, meaning that the needs of parents/carers/siblings are addressed with consent as part of a holistic and integrated Early Help response.

Early Help services should support and strengthen families so that they can thrive.

The Role of Schools

Day-to-Day Support

Most families, most of the time, can get on with their lives quite happily with little or no outside help. If they need help it is usually provided by universal services, such as schools. This can include the day-to-day support provided to pupils and their families by staff within the school.

Focused Pastoral Support

All families can have times, however, when difficulties arise and they either may not recognise it or may not know how to start putting things right. Without the right support early on, situations can easily get worse very quickly. Schools play a role in supporting families to address these difficulties through more focused pastoral support, which might include bringing in support via an external agency.

Early Help Assessment

For those children and families whose needs and circumstances make them more vulnerable, or where schools need the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is usually best. In Leicester, this is achieved through undertaking an Early Help Assessment and assigning a Lead Practitioner to work closely with the family to ensure they receive the support they require. Schools should be a key partner in any multi-agency work to support families.

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Our Commitments to the Early Help Offer

The following commitments have been agreed as non-negotiable elements of Stokes Wood Primary School's Early Help Offer.

By implementing these commitments, we can ensure that:

- Pupils, parents/carers and staff are clear on the Early Help support available through the school.
- There is clarity for partners, supporting improved multi-agency working
- It is up-to-date with local approaches to the delivery of Early Help support for more vulnerable families.
- It helps evidence our school's commitment to the personal development and wellbeing strand of the Ofsted Framework.

The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.			
What	Who	Advices/Ideas for implementation	Measurable Outcomes
The Designated Safeguarding Lead (DSL) should have responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.	<ul style="list-style-type: none"> • Jane Gadsby • Megan Williams • Ela Sawicka • Liz Stone • Bhavesh Patel • Tricia Hardyman 	<p>ES has attended the 'What is Early Help?' briefing sessions to improve understanding of Early Help.</p> <p>ES have attended Early Help Assessment (EHA) Training to improve understanding of the EHA, how to make request, learn about the Lead Practitioner role and Team Around the Family meeting.</p>	DSLs have attended Training.

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At least one member of staff is trained in the use of LiquidLogic.			
What	Who	Advices/	Measurable Outcomes
<p>The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments.</p> <p>Attending the training will enable partners to use the LLEHM to make requests for Early Help, to record their interventions as part of an EHA and share information with other partners involved in the same EHA</p>	<ul style="list-style-type: none"> • Ela Sawicka • Megan Williams 	<p>ES attended LiquidLogic Early Help Module Training in December 2016.</p> <p>MW attended LiquidLogic Early Help Module Training in August 2023.</p>	<p>Relevant staff have attended the 2 half day LiquidLogic Early Help modules</p> <p>Individual login received and working.</p>

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Pupils, Parents,/Carers and Staff know how to access Early Help support within school		
Students, parents/carers and staff should have an awareness of the school's Early Help offer and know how to access Early Help support within the school.		
Awareness raising routes, and key staff who are likely to be involved might include:		
Group	Suggested awareness raising routes	Key staff that will need an awareness in order to support this group
Children and Young People	<ul style="list-style-type: none"> • Assemblies – weekly singing and story assemblies • Theme weeks – select weeks within school which focus on positive emotions and aspirations • Display information on school notice boards and the website • Safeguarding assemblies held regularly through the year 	<p>Any trusted adult within the school environment e.g.</p> <ul style="list-style-type: none"> • Class Teacher • Lunchtime Supervisor • Teaching assistant • Office Staff • School Nurse
Parents/Carers	<ul style="list-style-type: none"> • Include information in newsletters • Display information on school notice boards • Have copies of this leaflet available for parents • Induction meetings • Through discussions with DSLs 	<p>Any trusted adult in school e.g.</p> <ul style="list-style-type: none"> • Class Teacher • Dining Supervisor • Teaching Assistant • Office Staff • School Nurse
Staff	<ul style="list-style-type: none"> • Referred to regularly in safeguarding staff meetings • Include in staff briefings • Share this leaflet with staff • School's own Early Help leaflet provided to all staff and any volunteers in the school • Through safeguarding training 	<ul style="list-style-type: none"> • Designated Safeguarding Lead and safeguarding team • SENCo • Attendance and Admissions (Pastoral Teacher)

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Early Help in Schools

Attendance	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • 100% attendance rewards • Alternative provision monitoring of leave of absence requests • Attendance data monitored • Pastoral Teacher (responsibility for attendance) • Breakfast club • EWO (Educational Welfare Officers) • EWO meetings with pastoral staff (attendance panels, penalty notices, PACE meetings, court) • First day calling • Home visits conducted by Pastoral Team • Late letters – late morning attendance • Letter home at 90% and 95% attendance • Meet and greets for specific children and families • Monitoring groups in high mobility • Monitoring attendance of vulnerable groups • Monitoring of leave of absence/holiday requests • Panel Meetings • Policy for Leave of Absence requests • Regular monitoring • Reward charts • Reward good attendance – termly attendance newsletter and certificates for individuals • School Nurse (where there's a medical condition) • Weekly attendance trophies and certificates for classes • Wrap around care after school clubs • Attendance meetings with reception families prior to them becoming compulsory school age 	<ul style="list-style-type: none"> • Overall and individual pupil attendance improves • Improvement in PA (Persistent Absence) data • Reduction in number of leave of absence requests • Reduction in number of penalty notices issues • Lateness data • Whole school targets are met • Short term improvement to the data of PA (Persistent Absence) pupils

Transition	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • Transition work with vulnerable and SEND pupils including books / photos, social stories, passports, extra visits to the school • Route to Resilience Project • Careers Fair during Aspirations Week • Year 6 Teachers and Pastoral Team oversee effective transition to secondary Extra visits/induction for vulnerable students overseen by SENCO and Pastoral Staff • EYST (Early Years Support Team) • School Nurse • Induction Day • Effective transitions between year groups including parents meetings held in every year group • Nursery / Home Visits • SALT (Speech and language Therapists) • SEMH Team (Social Emotional and Mental Health) • Staff meetings between year groups • Support for online applications by Pastoral Staff if needed • Transition programme – from Nursery to Reception, Reception to KS1, KS1 to KS2 and KS2 to KS3 • Key links with local universities • Visits for prospective families • Work with key partners, including Admissions, EIP, EWO 	<ul style="list-style-type: none"> • Pupils obtain a place at their school • Support families with admission procedures and appeals • Family needs are met whilst awaiting placement

SEMH	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • Bereavement Counselling CAMHS (Children, Adolescent Mental Health Service) • Play Therapy • Educational Psychologist • Emotions in Motions • Family Support Worker • Fun Time • 'Time out' cards • The 6Rs (Route to Resilience) • Laura Centre • Lunch clubs – friendship groups • Meet and greet mentors • Nurture groups • Positive behaviour plans • School Nurse • Removing Barriers to Learning Interventions • SEMH Team (Social Emotional and Mental Health) • Sports Co-ordinator (inclusive sports leading to achievements for a wide range of students) • Staff training in Dyslexia, ADHD • Team Teach / Positive Handling Training • Virtual School Team 	<ul style="list-style-type: none"> • Pupil Progress and Attainment Data shows improvement • Reduction in number of safeguarding disclosures • Reduction in number of high / low level behaviour incidents • Increase in pupils self-help skills • Assessments show that emotional needs e.g. Boxall Profile/SDQs are being met/catered for

Staying Safe	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • 'Bikeability' • 'Balanceability' • Acceptable User Policies • Anti-Bullying Award • Anti-bullying champions • Assemblies • DAS (Duty and Advice Service) • Data protection procedures • Drop ins • Early Help Response • E-safety • External Advice • Fire Services assemblies to Y1 and Y5 • Home visits • Leicester City Healthy School Network • Life Education Bus • Link Police Community Support Officer • English Co-ordinator • Monitoring of leave of absence requests • NSPCC Speak Out and Stay Safe • Parent workshops • Family support • Behaviour and safety curriculum • PEP/LAC meetings • PSHE (Personal Social Health Education) • RSHE(Relationships, Sex and Health Education) • Police presentation for Y5/6 on knife crime • Prevent e.g. FGM (female genital mutilation) / forced marriages • Safer Recruitment Procedures • School Nurse • SRE in Years 5 and 6 • Stranger Danger • Support groups for vulnerable students • Theme weeks/days – 6Rs Day • Tracking of incidents • The Underwear Rule • Whole school safeguarding training • DSL's CPD including FGM, FII, Forced Marriage 	<ul style="list-style-type: none"> • Anti-bullying Awards Achieved leading to a greater awareness of bullying within the community and a zero tolerance approach to bullying incidents • Increase in turn-over of families accessing Social Services/Family Support Worker • Welfare and neglect issues on Social Services caseload is reduced • Quality displays evidence pupils new learning • An increasing percentage of parental engagement • An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years – DSP and 3 years – all staff)

Supporting Families	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • Bereavement counselling • Curriculum days/evenings • Drop ins • SEND drop ins • School Nurse drop ins • Leicester Adult Education Services drop ins • Family Link/Support Worker (available in evenings at Parent's Evenings) • Support with filling out forms • Financial support • Home Visits • Early Years/ Literacy /Maths for parents • Noticeboards • Parents Evenings • SENDCo • SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • Signposting to external agencies • Signposting to training workshops • Wrap around care – breakfast and after school club • Links with Leicester College 	<ul style="list-style-type: none"> • Pupil Progress and Attainment Data shows improvement • Uptake of support services increases • Reduction in number of 'was not taken' to appointment • An increasing percentage of parental engagement

The Local Community	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • 'Bikeability' • 'Balanceability' • Community events – fairs, choirs, music performances • Governors • Link PCSO • Link with Fire Services • Links between schools – school to school support / collaboration • Links with local businesses • Links with local universities • Supporting charities e.g. Tin for Tenth, Bernardo's • Links with local pre-school settings • Links with local Children's Centre • Links to local places of worship 	<ul style="list-style-type: none"> • Families have a better understanding of the wider community • Reduction in the percentage of Anti-Social Behaviour incidents • Reduction in PCSO call outs

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Curriculum	
At Stokes Wood Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • 1:1 / group work • Alternative provision • Assemblies • Booster classes/intervention groups – academic coaching 1:1, BRWP • Careers education – Aspiration Week and Career Fair • Pupil Views on the Curriculum • Online-safety Week • The 6Rs alongside Learning Objectives • Links with DMU • Careers weeks • Citizenship element to curriculum • British Values • Specialised Music Teaching – opportunities to learn an instrument • Inter-school events – sports events with local secondary schools • English interventions • Observing significant local community events • Outside agencies including Sparks Theatre Festival, Road Safety • Links with Leicester City – Premiership League Reading Stars and sports mentoring • PSHE and SRE • Subsidised school trips/visits • Theme weeks – Art, French, D&T, Shakespeare, R.E., Maths weeks, World Book Week, Poetry Week with parent and carer involvement 	<ul style="list-style-type: none"> • Percentage of children attending a school club • Pupil progress and attainment data shows improvement

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