

**Early Help Offer**

**Willowbrook Mead Primary Academy**

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Compiled by L Cottis June 2017

Reviewed April 2022

**Introduction**

Early Help is a strategic priority of the Leicester Education Strategic Partnership. This guide has been created as part of the work of the Leicester Education Strategic Partnership Operation Group (LESPOG) to:

*‘…manage a planned range of improvement and development activities in conjunction with education partners to ensure that significant progress is being achieved to meet the LESP’s strategic priorities and objectives.’*

LESPOG established an Early Help Task and Finish Group comprising partners from Primary Schools, Secondary Schools and the Local Authority to identify how to support schools to understand and engage with the Early Help agenda. It was agreed that a set of ‘Early Help commitments’ be created to set out the activities required by schools to ensure they are up-to-date and engaged with the early help agenda.

This document, compiled by a local Schools SEND Hub, details a set of Early Help Commitments for schools which will enable local schools to ensure that:

* Pupils, parent/carers and staff are clear on the Early Help support available through the school
* Partners, working to support families alongside schools have clarity regarding the early help offer of schools; supporting effective multi-agency working
* They are up-to-date with and part of local and national approaches to the delivery of early help support for more vulnerable families
* They have evidence of their commitment to the personal development and wellbeing strand of the Ofsted Framework

The ultimate goal is to ensure all children, young people and families receive the right support, at the right time reducing the need for referral to statutory services.

**How this guide works**

This guide has four sections:

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| **Section** | | **Content** | **Purpose** | **Page Number** |
| **1** | **What is Early Help?** | What Early Help means  Early Help in Leicester  The role of Schools | To enable schools to understand what early help means and the role of schools in the delivery of it. | **3** |
| **2** | **Schools Commitments** | A set of 4 Early Help commitments, together with advice and information on implementation | To provide clarity regarding the activities Schools should undertake to ensure they are up-to-date and engaged with the early help agenda. | **5** |
| **3** | **Early Help in Schools** | A list of example early help activities undertaken within schools and how the impact of these can be measured | To provide a starting point for individual schools to define and evidence the impact of their Early Help offer | **7** |
| **4** | **Early Help Commitments Audit Tool** | Audit tool and Action Plan | To enable schools to understand actions required to implement the Early Help Commitments | 12 |

1. **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 and;
* 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**

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
* Children and young people’s needs are best met when addressed in the context of the whole family, meaning that parents/carers/siblings’ needs 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. All children can visit the Hygge Room at any time of the time, Miss Halford is our Elsa (Emotional Literacy Support Assistant) she is available all day, every day to offer children additional support.

**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. Mrs Cottis is our family Support worker, she is available all day, every day to bridge the gap between home and school life.

**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.

**2. School Commitments to the Early Help Offer**

The following four commitments have been agreed as non-negotiable elements to your school’s Early Help Offer.

By signing up to and implementing these commitments your school can ensure:

* Pupils, parent/carers and staff are clear on the Early Help support available through the school
* 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
* Helps evidence your school’s commitment to the personal development and wellbeing strand of the Ofsted Framework

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| 1. The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role. | | | |
| What | Who | Advice/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. | This could be:   * Mrs Sandy-Sharpe * Miss Moscetano * Mrs Cottis * Mr Lynch * Miss Halford * Mrs Lee * Mr Foster | DSLs to attend the [‘what is early help’](http://www.childrensworkforcematters.org.uk/what-early-help) briefing sessions to improve understanding of Early Help  As appropriate DSLs to attend [Early Help Assessment (EHA)Training](http://www.childrensworkforcematters.org.uk/early-help-assessment-training) to improve understanding of the EHA, how to make request, learn about the Lead Practitioner role and Team Around the Family meeting | DSL’s have attended the briefing and training |

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| 1. At least one member of staff is trained in the use of LiquidLogic. | | | |
| What | Who | Advice/Ideas for Implementation | Measurable Outcome |
| The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments.  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. | This person is   * Mrs Cottis | Appropriate school staff to attend [LiquidLogic Early Help Module Training](http://www.childrensworkforcematters.org.uk/early-help-training)  The training comprises 2 half day sessions. Attendance at both sessions is required and following completion attendees will be issued with login details to enable them to utilise Liquid logic. | Relevant staff have attended the 2 half day LiquidLogic Early Help modules  Individual login received and working |

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| 1. The school has a defined and published Early Help Offer. | |
| Setting out your early help offer can improve how partners work with you to make sure support offered to families begins at the earliest opportunity and in the best way possible. | |
| **Step One - define your offer**  Use the [list below](#Early_Help_List) to help you define your Early Help Offer i.e. what your school does to prevent problems from escalating. | **Step two – publish your offer** |

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| 1. Students, Parents,/Carers and Staff know how to access Early Help support within school | | |
| Students, parents/carers and staff should have an awareness of the schools 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 | * Assemblies * Theme weeks * Display information on school notice boards * Staff Notice board * Outside notice boards * Class Dojo * Newsletter | Any trusted adult within the school environment   * Class teacher * Behaviour mentor * Elsa * Lunch supervisor * Teaching assistant * Office staff * Family Support |
| Parents / Carers | * Include information in newsletters * Display information on school notice boards and playground. * Have copies of [this leaflet](http://www.leicester.gov.uk/media/179835/early-help-services-for-families-leaflet.pdf) available for parents (at parents evening and available in the classroom ‘Keeping Children Safe’ folder | Any trusted adult in school e.g.   * Class teacher * Behaviour mentor * Elsa * Lunch supervisor * Teaching assistant * Educational Psychologist/SEMH * Other agency support worker * Office staff * School nurse |
| Staff | * Include as standing item in staff meetings * Include in staff briefings * Share [this leaflet](http://www.leicester.gov.uk/media/179833/targeted-early-help-in-leicester-jan-16.pdf) with staff * Through safeguarding training | * Designated Safeguarding Lead * Family support Worker * SENCo * Elsa |

**3. Early Help in Schools**

Use this list to:

* Define your schools early help offer – feel free to add your own provision – the list is not exhaustive.
* Identify data sources from which you can evidence the impact for Personal Development, Behaviour and Welfare Support services which have an impact on improving outcomes for students and their families.

Make sure the list is signed off and dated and a review date agreed

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| Attendance |  |
| Your offer | Measurable Outcomes |
| * 100% attendance rewards * Alternative provision monitoring of leave of absence requests * Attendance data monitored * Attendance officers * Breakfast club * EWO (Educational Welfare Officers) * EWO meetings with HoDs (Attendance Panels, penalty notices, PACE meetings, court) * Family Support Worker * First day calling * Home visits * Letter home at 95% attendance * Meet and greets * Monitoring of leave of absence requests * Organising transport * Panel meetings * Personal attendance plans * Policy for leave of absence requests * Regular monitoring * Reward charts * Reward good attendance * School nurse (where there’s a medical condition) * School Gateway/ Truancy calls * Trophies / certificates / vouchers / prizes * After school clubs | * 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 |

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| Transition |  |
| Your offer | Measurable Outcomes |
| Books / photos  Designated link teacher for transition to secondary  Extra visits/induction for vulnerable students  EYST (Early Years Support Team)  Health visitors / school nurse  Induction Day  Link between educational phases  Nursery / Home visits  Pupil passport  SALT (Speech and language therapists)  SEMH team (Social Emotional and Mental Health)  Staff meetings between educational phases  Students are adequately supported upon entry  Support online application  Transition programme  Visits for prospective families  Visits to feeder schools  Work with key partners, including Admissions, EIP, EWO | * Pupils obtain a place at their chosen school * Support families with appeals * Family needs are met whilst awaiting placements |
| SEMH |  |
| Your offer | Measurable Outcomes |
| Anger management programmes  Barnardos / Carefree  Behaviour Mentor  Bereavement counselling / groups  CAMHS (Children, Adolescent Mental Health Service)  Educational Psychologist  Family Support worker  R-time  'Time out' cards  Laura centre  Lego therapy  Lunch clubs  Meet and greet  Elsa  Nurture groups  Positive behaviour plans  School nurse  SEMH team (Social Emotional and Mental Health)  Staff training in dyslexia, ADHD  Team teach / positive handling training  Virtual school team | * Pupil learning data shows improvement * Reduction in number of safeguarding disclosures * Reduction in number of high / low level behaviour incidents * Increase in pupils self-help skills * Reduction in fixed term exclusions * Assessments show that emotional needs e.g. Boxall Profile |

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| Staying safe |  |
| Your offer | Measurable Outcomes |
| ‘Bikeability’  Acceptable user policies  Advice point  Anti-bullying award  Anti-bullying champion  Assemblies  Care plans  DAS (Duty And advice Service)  Data protection procedures  Drop ins  Early Help response  E-safety  External advice  Home visits  Link Police Community Support Officer  Monitoring of leave or absence requests  Pastoral leader meetings and training  Family support  PEP/LAC meetings  PHSE (Personal Health Social Education)  Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages  Safer recruitment procedures  Sex education  Theme weeks / days  Tracking of incidents e.g. CPOMS  Whole school safeguarding training  Young Gentleman’s club  Warriors  Amijat Magic 40 | * Anti-bullying award 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 * All parents have signed and are adhering to the AUP (Acceptable User Policy) via the AUA (Acceptable User Agreement) * 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 – DSL’s and every year – all staff) |

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| Supporting Families |  |
| Your offer | Measurable Outcomes |
| Bereavement counselling  Charity funding subsidised with food banks  Curriculum days / evenings  Drop ins  Family support worker (face to face or via mobile)  Fill out forms  Financial support  Home visits  Housing applications  Noticeboards  Parents evenings  Family support  SENCo  SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)  Signposting to external agencies  Signposting to training | * Pupil learning data shows improvement * Uptake of support services increases * Reduction in number of DNAs (Did Not Attend) to appointment * An increasing percentage of parental engagement |

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| The local community |  |
| Your offer | Measureable Outcomes |
| Bike ability  Community events – fairs  Donations from community and local church  Governors  Link PCSO  Link with fire services  Links between schools – school to school support / collaboration | * 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 |  |
| Your offer | Measurable Outcomes |
| 1:1 / group work  Alternative provision  Assemblies  Booster classes  Inter-school events  Literacy interventions  Observing significant local community event  Outside agencies  PHSE  Subsidised school trips / visits  Theme weeks | * % of children attending a school club * Pupil learning data shows improvement |

**4. Early Help Commitments Audit Tool**

This Audit Tool has been created to help your school assess progress towards achievement of the four Early Help Commitments which can be used to evidence Ofsted requirements. The tool provides:

* An action plan with suggestions regarding the actions your school can take to meet the outcomes – please add, delete or amend actions as appropriate.
* A place to record the outcomes achieved

RAG ratings

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| At risk of not achieving | On track | Completed / ongoing |

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| The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role | | | | |
| Actions Required | | | | |
| Outcome | Action | When | Who | RAG rating |
| Designated Safeguarding Lead has responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child. | 10 DSL have had appropriate training  All Early Help referrals to be completed by Family Support Worker. | ongoing | L Cottis |  |
| DSLs have attended ‘What is Early Help’ briefing | Visit [Early Help Training website](http://www.childrensworkforcematters.org.uk/early-help-training) and book place on training | Completed online (due to Covid) | L Cottis |  |
| DSLs have attended Early Help Assessment Training | Visit [Early Help Training website](http://www.childrensworkforcematters.org.uk/early-help-training) and book place on training | 10/3/16  11/6/20 | L Cottis |  |
| Outcomes Achieved | | Complete? | Details | Review Date |
| Designated Safeguarding Lead has responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child. | | Yes | L Cottis | *ongoing* |
| DSLs have attended ‘What is Early Help’ briefing | | Cancelled due to Covid. | Awaiting dates |
| DSLs have attended Early Help Assessment Training | | Yes | 15/9/16 |

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| At least one member of staff is trained in the use of LiquidLogic | | | | | | |
| Actions Required | | | | | | |
| Outcome | Action | | | By When | Who? | RAG rating |
| At least one member of staff is trained in the use of LiquidLogic. |  | | | 2016 | L Cottis |  |
| Appropriate staff to attend training | Awaiting dates for refresher training | | |  |  |  |
| Outcomes Achieved | | | | | | |
| Name of staff member | | Attended Part A LiquidLogic Training | Attended Part B LiquidLogic Training | | LiquidLogic Login received? | |
| L Cottis | | 5/2016 | 6/2016 | | yes | |
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| The school has a defined and published Early Help Offer | | | | | | | |
| Actions Required | | | | | | | |
| Outcome | Action | | By When | | Who? | | RAG rating |
| There is a defined Early help offer for the school | Yes defined the list appropriate to our school | | 6/2017 | | LC / DE | |  |
| Get your schools Early help List signed off | | 6/2017 | | RF / MC | |  |
| Agree a review date | | 6/2018 | | LC / DE | |  |
| The Early Help offer is published | Identify how and where to publish your schools early help offer | | 6/2017 | | Newsletter/  posters | |  |
| Publish your schools early help offer | | 10/2020 | | Web site | |  |
| Outcomes Achieved | | | | | | | |
|  | | Complete? | | Date | | Review date | |
| There is a defined Early help offer for the school | | Yes | | 12/6/17 | | 29/04/2021 | |
|  | Details | Complete? | | Date | | Review date | |
| The Early Help offer is published | Newsletter/website/posters | yes | | 12/6/17 | | 29/04/2021 | |

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| Students, Parents,/Carers and Staff know how to access Early Help support within school | | | | | | | |
| Actions Required | | | | | | | |
| Outcome | Action | | By When | | Who? | | RAG Rating |
| Children and young people, have been made aware of how they can access early help within the school | Identify key staff who Children/Young People can talk to about Early Help | |  | | L.Cottis / DSL’s | |  |
| Identify how to train/raise awareness of this responsibility with these staff | | ongoing | | L.Cottis / DSL’s | |  |
| Deliver training/awareness raising to these staff | | ongoing | | LC  LCSB | |  |
| Identify appropriate methods to deliver information on Early help in school to Children and Young People | | termly | | Newsletter/ website | |  |
| Deliver messages regarding Early Help to Children and Young People in school | | ongoing | | Via teachers | |  |
| Parents/Carers have been made aware of how they can access early help within the school | Identify key staff who Parents/Carers can talk to about Early Help | | ongoing | | L.Cottis | |  |
| Identify how to train/raise awareness of this responsibility with these staff | | ongoing | | L.Cottis | |  |
| Deliver training/awareness raising to these staff | | ongoing | | L.Cottis / DSL’s | |  |
| Identify appropriate methods to deliver information on Early help in school to Parents/Carers | |  | | Website  Class Dojo | |  |
| Deliver messages regarding Early Help to Parents/Carers | | ongoing | | Posters newsletter  In person | |  |
| Staff have been made aware of how they can access early help within the school | Identify key staff who Staff can talk to about Early Help | |  | | L.Cottis / DSL’s | |  |
| Identify how to train/raise awareness of this responsibility with these staff | | ongoing | | Staff meetings/  phase meetings | |  |
| Deliver training/awareness raising to these staff | | ongoing | | Induction/ safeguarding training | |  |
| Identify appropriate methods to deliver information on Early help in school to Staff | | ongoing | | Notice boards/  posters/ folders | |  |
| Deliver messages regarding Early Help to Staff | | Ongoing | | Follow up meetings | |  |
| Outcomes Achieved | | | | | | | |
|  | | Complete? | | Details | | Review Date | |
| Children and young people have been made aware of how they can access early help within the school | | Yes | | 6/17 | | 6/18 | |
| Parents/carers have been made aware of how they can access early help within the school | | Yes | | From 6/17 | | 05/21 | |
| Staff have been made aware of how they can access early help within the school | | Yes | | 6/17 | | ongoing | |

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| Signed and agreed by | |
| Principal  Hannah Sharpe  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date signed: | Chair of Governors  Janet Jones  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date signed: |
| Family Support Worker  Lindsay Cottis  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date signed: | Sarah Ridley  Primary Partnership Lead    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date signed: |