



# Early Help

## A Guide for Parents/carers

Overdale Junior School

Support • Strengthen • Thrive

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.

# 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 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.

Leicester City Council recognise that 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:

- 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.

### 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. 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 multiagency work to support families

# 2. School Commitments to the Early Help Offer

The following four commitments are the core elements to Overdale Junior School's Early Help Offer.

By signing up to and implementing these commitments our school ensures:

- Parent/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- Delivery approaches of early help support for more vulnerable families is up to date with local offers
- Commitment to the personal development and wellbeing strand of the Ofsted Framework

### 1. The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.

What	Who	Implementation	Impact
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.	DSL at Overdale Junior School <ul style="list-style-type: none"><li>• Head Teacher</li></ul> Deputy DSLs <ul style="list-style-type: none"><li>• Deputy Head Teachers</li><li>• SENCO</li><li>• Office Manager</li><li>• Pastoral Support Worker</li><li>• SEND support</li></ul>	DSLs are familiar with the schools early help offer.  DSLs are skilled at supporting families through difficult times.  DSLs will guide families through the process of Early Help and ensure they are fully informed.	Families will feel comfortable and confident in talking to the schools DSLs.  There will be a higher uptake of families accessing Early Help Support.  There will then be a reduction in families being referred to statutory services.

## 2. Parents/Carers and Staff know how to access Early Help support within school.

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.

Pupils will have an awareness of who to raise concerns with and feel safe and comfortable to do so. They will also have an awareness of healthy relationships as taught through the RSHE curriculum.

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"> <li>• Assemblies</li> <li>• Display information on school notice boards</li> <li>• RSHE lessons</li> <li>• PSHE Curriculum</li> <li>• Circle Time</li> </ul>	<p>Any trusted adult within the school environment e.g.</p> <ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Pastoral Lead</li> <li>• Lunchtime Supervisor</li> <li>• Teaching Assistant</li> <li>• Other agency support worker</li> <li>• Office staff</li> <li>• School nurse</li> </ul>
Parents / Carers	<ul style="list-style-type: none"> <li>• Include information in newsletters and on website</li> <li>• Display information on school notice boards</li> <li>• Have copies of early help leaflet available for parents</li> <li>• DSL availability each morning on playground</li> <li>• Designated email address for support – <a href="mailto:admin@overdale-jun.leicester.sch.uk">admin@overdale-jun.leicester.sch.uk</a></li> <li>• Parents evenings and meetings with families.</li> </ul>	<p>Any trusted adult in school e.g.</p> <ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Pastoral Lead</li> <li>• Nurture Lead</li> <li>• Teaching Assistant</li> <li>• Other agency support worker</li> <li>• Office staff</li> <li>• School nurse</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Include in staff meetings</li> <li>• Include in staff briefings</li> <li>• Share Early Help leaflet with staff</li> <li>• Through safeguarding training</li> <li>• Discussions with DSLs</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead</li> <li>• SENCo</li> <li>• Pastoral support worker</li> </ul>

### 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

Inspiration guide for opportunities gives some support ideas and materials to inspire you and the team around the Early Help offer in your school.

Attendance
Primary Offer
<ul style="list-style-type: none"><li>• Attendance data monitored by assigned staff (Receptionist, Head Teacher, Deputy Head Teacher)</li><li>• Lates letters home treated as a measure of disadvantage</li><li>• Consistent school approach to lateness</li><li>• Letter home at 95% attendance, followed up by warning letters.</li><li>• EWO (Educational Welfare Officers) who attend relevant meetings</li><li>• First day calling</li><li>• Home visits where necessary</li><li>• Meet and greets as and when required</li><li>• Monitoring groups in high mobility or absence requests</li><li>• Referrals for medical conditions that affect attendance</li><li>• Alternative drop off and pick up arrangements when parents are experiencing difficulties</li></ul>
Measurable Outcomes
<ul style="list-style-type: none"><li>• Overall and individual pupil attendance improves</li><li>• Improvement in persistent absence data</li><li>• Reduction in number of leave of absence requests</li><li>• Consistent low number of penalty notices issued</li><li>• Lateness data shows a reduction in number of interventions</li><li>• Whole school targets are met.</li></ul>

## Transition

### Primary Offer

- Stories of moving from School to School
- Extra visits/induction for vulnerable students
- Information sharing from external agencies e.g. EYST (Early Years Support Team), SEMH (Social Emotional and Mental Health Team), LCI (Learning, Communication and Interaction Team), SALT (Speech and Language Therapists), Health
- Transition Days
- New intake parents/carers meeting
- Detailed registration forms requesting depth of information
- Transition meetings with previous teacher and new teacher
- Visits for prospective families
- Work with key partners
- Phone calls to previous settings
- SENCo meetings for children with additional needs
- DSL meetings to transfer safeguarding information
- Transferal of safeguarding information electronically
- Child leaving and child arriving procedures

### Measurable outcomes

- Pupils obtain a place at their chosen school
- All relevant stakeholders have information needed to ensure child transitions successfully
- Family needs are met whilst awaiting placement

## Social Emotional and Mental Health Needs (SEMH)

### Primary Offer

- Charity links - TLG
- Bereavement support
- CAMHS (Children, Adolescent Mental Health Service) where needed
- Drawing and Talking Therapy
- Educational Psychologist
- Zones of regulation
- Pastoral support worker
- Exit Strategies
- Interventions
- Staff training
- Virtual school team
- Music therapy
- Coffee afternoons for parents/carers
- Lead support for Looked after and adopted children
- SEMH link teacher

### Measurable outcomes

- 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
- Emotional needs of children met as shown by Boxall Profile / SDQ etc...

## Staying Safe

### Primary Offer

- Relevant policies and procedures eg Data Protection
- Early help response
- Anti-bullying policies
- Assemblies
- Care plans
- DAS (Duty And advice Service)
- E-safety curriculum
- Parent communication of relevant issues e.g. social media, clever never goes
- Home visits
- Link Police Community Support Officer
- Parent workshops
- PEP/LAC meetings
- PHSE (Personal Health Social Education) and RSHE (Relationship, Sex and Health Education)
- Prevent and Safeguarding Training for staff
- School nurse support
- Tracking of incidents e.g. CPOMS
- Whole school safeguarding training and regular safeguarding briefings.

### Measurable outcomes

- Positive and Peaceful Places accreditation to be awarded.
- Welfare and neglect issues on Social Services caseload is reduced
- All parents aware of and adhering to the AUP (Acceptable User Policy)
- 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 and annually – all staff)

## Supporting Families

### Primary Offer

- Bereavement support
- Curriculum information
- Open sessions
- Coffee afternoons
- Head Teacher and Deputy Head Teacher (available at parents'/carers' evenings or drop ins)
- Support for form completion inc financial support and housing
- Home visits
- Parents'/carers' evenings
- Pastoral support
- SENCo

- SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
- Signposting to external agencies and training
- After School Clubs
- Foodbank referral
- Charities for support - TLG

#### Measurable outcomes

- Pupil learning data shows improvement
- Uptake of support services increases
- Reduction in number of DNAs (Did Not Attend) to appointments
- An increasing percentage of parental engagement

## The local community

### Primary Offer

- Community events
- Donations from community for PA (Parent Association)
- Governors and Trustees
- Foodbank Collection Point and donations
- Community Links such as Fire, PCSO and businesses
- Religious groups
- Supporting charities
- Community visitors
- Volunteers
- RE Curriculum
- EAL resources and language of the month

### Measurable outcomes

- Families have a better understanding of and respect for the wider community

## The Curriculum

### Primary Offer

- A fully sequenced, broad and balanced curriculum.
- Interventions on 1:1 and group basis
- Assemblies
- RSHE and British Values Curriculum
- Inter-school events
- Subsidised school trips / visits
- High quality, curriculum based, aspirational trips enhancing a child's cultural capital

### Measurable outcomes

- Increased opportunities for learning to go beyond the school day.
- Pupil learning data shows improvement



Signed and agreed by

<p>Head Teacher and Designated Safeguarding Lead <i>M. Evans</i> <i>Jan 22</i></p>	<p>Deputy Head Teachers, Deputy Safeguarding Lead and LAC and PLAC lead <i>L Dighton and H Lisseman</i> <i>Jan 22</i></p>	<p>SENCo <i>J Neal-Brook</i> <i>Jan 22</i></p>	<p>Chair of Governors <i>T Smith</i> <i>Jan 22</i></p>
<p><i>January 2022</i></p> <p>Date Completed</p>		<p><i>January 2023</i></p> <p>Review Date</p>	