

Early Help

**Crown Hills Community
College**

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.

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 multi-agency work to support families

2. School Commitments to the Early Help Offer

The following four commitments are the core elements to our schools Early Help Offer. By



signing up to and implementing these commitments our 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
- Delivery approaches of early help support for more vulnerable families is up to date with local offers
- Helps evidence commitment to the personal development and wellbeing strand of the Ofsted Framework



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	<ul style="list-style-type: none"> • Assemblies • Tutor Programme • Display information on school notice boards 	Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Nurture leader • Lunch supervisor • Teaching assistant • Educational Psychologist • Other agency support worker • 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 	Any trusted adult in school e.g. <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Nurture leader • Lunch supervisor • Teaching assistant • Educational Psychologist • Other agency support worker • Office staff • School nurse
Staff	<ul style="list-style-type: none"> • Include as standing item in staff meetings • Include in staff briefings • Share this leaflet with staff • Through safeguarding training 	<ul style="list-style-type: none"> • Designated Safeguarding Lead • Family support / link worker • SENCo • Pastoral support worker



3. Early Help in Schools

The table below sets out our schools early help offer



Attendance			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • 100% attendance rewards • Attendance data monitored by pastoral team • Lates detentions and contact home • Contact/letter at 95% attendance and various other thresholds • EWO (Educational Welfare Officers) who attend relevant meetings • First day calling • Home visits • Reasonable adjustments to support bespoke family situations. • Meet and greets with pastoral team • Monitoring vulnerable students 		<ul style="list-style-type: none"> • Attendance data reviewed and actioned • Education Welfare Officer • Detentions and letters home as interventions • Opportunities for meet and greet with pastoral staff • Certificates/rewards linked to attendance • School nurse if applicable 	
<ul style="list-style-type: none"> • Young people • Weekly log and target setting for attendance • School nurse (where there's a medical condition) • Wrap around care breakfast and after school clubs 		<ul style="list-style-type: none"> • Health/SEMH - referrals to The Magpie Centre which is linked to Willowbank CHS 	
Measurable outcomes across keystages			
<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 shows reduction in number of interventions • Whole school targets are met 			



Transition			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • Extra visits/induction for vulnerable students • Health visitors / school nurse • Induction Day • Open evening • Transition programme with designated link teacher • Visits for prospective families • Website with key updates and support • Work with key schools/DSL's across Primary Schools • Send parent meeting 		<ul style="list-style-type: none"> • Connexions worker for LAC students • Careers library • Dedicated careers advisor • Open evening • Pupil passport • SEMH team (Social Emotional and Mental Health) • Social stories in an engaging manner • Link between educational phases • Visits for prospective families • Working with SEND outside agencies 	
Measurable outcomes across keystages			
<ul style="list-style-type: none"> • Pupils obtain a place at their chosen school • Support families with appeals • Family needs are met whilst awaiting placements 			

SEMH			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • Charity links such as Barnados • Bereavement counselling / groups • Educational Psychologist • Lego therapy • Mentor and Nurture groups • Staff training in dyslexia, ADHD • Virtual school team 		<ul style="list-style-type: none"> • Behaviour mentor • Bereavement counselling / groups • CAMHS (Children, Adolescent Mental Health Service) • Lunch clubs • Extra-curricular offer • CEIPS • Specific Bereavement – Laura Centre Bodie Hodges Foundation 	
Measurable outcomes across keystages			
<ul style="list-style-type: none"> • 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 / Goodmans SDQ etc... 			



Staying Safe			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • 'Bikeability' (?) • Relevant policies and procedures eg Data Protection • Advice point and Early help response • Anti-bullying champion and award • Assemblies • Care plans • DAS (Duty And advice Service) • E-safety • Home visits • Library leaders • Link Police Community Support Officer • Literacy champion • Parent workshops • PEP/LAC meetings • PHSE (Personal Health Social Education) Or PDC (Personal Development Curriculum) • KS4 prep for adulthood including specific RSE, travel training and e-safety. • Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages • School nurse Health Shop • Tracking of incidents e.g. CPOMS • Whole school safeguarding training 		<ul style="list-style-type: none"> • Relevant policies and procedures eg Data Protection • Anti-bullying champion and award • E-safety • Library leaders • Link Police Community Support Officer • Pastoral leader meetings and training • PHSE (Personal Health Social Education) / Life Skills Curriculum • Student Counsellor 	
Measurable outcomes across keystages			

- 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

Supporting Families			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • Bereavement counselling • Community Hot-Meals • Support for form completion inc financial support and housing • Home visits • Parents evenings • Pastoral support • SENCo • SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • Signposting to external agencies and training • Workshops • Wrap around care • EHCP Annual Reviews • Send support services • Parental Workshops 		<ul style="list-style-type: none"> • Noticeboards for awareness raising • SENCo • Bereavement counselling • Community – Family Packs • Curriculum days / evenings • Family link / support worker (available at parents evenings or drop ins) • Support for form completion inc financial support and housing • Health Care Navigators 	
Measurable outcomes across keystages			
<ul style="list-style-type: none"> • 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 			

The local community			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • Community events • Governors • Community Links such as Fire, PCSO and businesses • Religious groups • Supporting charities 		<ul style="list-style-type: none"> • Community events • Governors • Community Links such as Fire, PCSO and businesses • Religious groups • Supporting charities • Youth group 	

Measurable outcomes across keystages			
<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 			

The Curriculum			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> 1:1 / group work Assemblies Tutor Programme Life Skills Curriculum PSHE/Citizenship Inter-school events Subsidised school trips / visits KS4 PD curriculum 		<ul style="list-style-type: none"> Alternative provision Careers education Interventions Personalised curriculum/timetable 	
Measurable outcomes across keystages			
<ul style="list-style-type: none"> % of children attending a school club Pupil learning data shows improvement 			