

**KIBWORTH CE PRIMARY SCHOOL**

**EARLY HELP OFFER**

**2020 / 2021**

**INTRODUCTION**

Early Help is a strategic priority of Kibworth CE Primary School, Discovery Schools Academy Trust and the Diocese of Leicester. This document has been created in order to make it clear to parents, carers, staff and the community the help that is on offer to support families.

This document, will ensure that:

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

The ultimate goal is to ensure that the children, young people and families of Kibworth CE Primary School receive the right support, at the right time, thus reducing the need for referral to statutory services.

**WHAT IS EARLY HELP?**

‘Early Help’ means providing help for children, young people and families as soon as concerns 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.

Kibworth CE Primary School recognise that Early Help is a term that describes much of the everyday work of schools.

**EARLY HELP IN LEICESTERSHIRE LOCAL AUTHORITY**

The vision of all partner organisations working with children and families in Leicestershire 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 – ELSA / Family 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 Leicestershire, 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. Kibworth CE Primary School is a key partner in any multi-agency work to support families.

The following four commitments are the core elements of Kibworth CE Primary School’s Early Help Offer. By implementing these commitments, Kibworth CE Primary School can ensure:

* Pupils, parent/carers and staff are clear about the Early Help support available through the school
* Clarity for partners, supporting improved multi-agency working
* The delivery of approaches of Early Help support for more vulnerable families which is up to date with local offers
* It helps evidence commitment to the personal development and wellbeing strand of the Ofsted Framework

The School has a Deputy Designated Safeguarding Lead who is the point of contact for pupils, parents and staff for Early Help and Wellbeing. The Deputy Designated Safeguarding Lead is responsible for the delivery of Early Help as part of their safeguarding role. Overall accountability for safeguarding however still rests with the Designated Safeguarding Lead / Headteacher Gilly Paterson.

**Roles and Responsibilities**

Deputy DSL for Early Help, Wellbeing & Attendance- Danielle Marks

Deputy DSL for E-safety – Mick Beck

DSL (Overall responsibility / accountability for Safeguarding)

Headteacher –

Gilly Paterson

Deputy DSL for LAC (looked after children) and PLAC ( previously looked after children ) –

Danielle Marks

Deputy DSL for Wellbeing – Danielle Marks

The Designated Safeguarding Lead (DSL) will have responsibility for the delivery of Early Help &

Wellbeing as part of their understanding regarding the appropriate response to concerns about a child.

At Kibworth CE Primary School, this person is the Assistant Headteacher and SENDCo – Danielle Marks.

They are:

* Familiar with Kibworth CE Primary School’s Early Help offer
* Familiar with the Leicester, Leicestershire & Rutland Thresholds and Pathways Document.
* Familiar with the referral Social Care Referral Process / Early Help referral process and Early Help Hub arrangements. Click here for [Early Help Leicestershire](https://resources.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/early-help) referral process .
* Able to accesses bespoke support to improve their understanding of the EHA aims and principles.
* Part of the team around the family.
* Lead practitioner in the school for Early Help and Wellbeing.
* Responsible for chairing monthly safeguarding meeting with the DSL team.

At Kibworth CE Primary School, pupils, parents / carers and staff know how to access Early Help support within school through contacting the Deputy Designated Safeguarding Lead for Early Help. Additional awareness raising routes, and key staff who are likely to be involved are included below:

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| **Group** | **Awareness raising routes** | **Key staff that are aware in order to** |
|  |  |  | **support this group** |
| Children |  | Assemblies / Worship  | Any trusted adult within the school |
| and |  | Theme weeks | environment e.g. |
| Young |  Display of information on school notice boards |  | Class teacher |
| People |  | Charity events |  | ELSA |
|  |  |  Wellbeing week |  | Lunchtime supervisor |
|  | * 
 |  School PSHE lessons |  | Teaching assistant |
|  |  |  |  | Educational Psychologist |
|  |  |  |  Other agency support worker |
|  |  |  |  | Office staff |
|  |  |  |  | School nurse |
|  |  |  |
| Parents / |  Information included in newsletters | Any trusted adult in school e.g. |
| Carers |  Display information on school notice boards |  | Class teacher |
|  |  Copies of [service leaflets](http://www.leicester.gov.uk/media/179835/early-help-services-for-families-leaflet.pdf) available for parents |  | ELSA |
|  |  |  |  | Lunch supervisor |
|  |  |  |  | Teaching assistant |
|  |  |  |  | Educational Psychologist |
|  |  |  |  | Other agency support worker |
|  |  |  |  | School nurse |
|  |  |  |  | Office staff |
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| Staff |  | Staff meetings |  | Designated Safeguarding Lead |

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|  |  | Staff briefings |  Family support / link worker |
|  |  Information Leaflets shared with staff |  | SENDCo |
|  |  | Safeguarding annual training |  | ELSA / Learning mentor  |
|  |  Meetings with Learning Mentor / ELSA |  |  |
|  |  |  Meetings with SENDCo |  |  |

**KIBWORTH CE PRIMARY’S EARLY HELP OFFER 2019 / 2020**

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|  | Attendance |  |
|  | **Main Offer** | **Additional Offer if applicable** |
|  | * 100% attendance certificates
 |  Attendance data reviewed and |
|  | * Attendance data monitored by Attendance Officer/ELSA
 | actioned more frequently for |
|  | including regular monitoring of groups in high mobility or absence requests | vulnerable families. |
|  | * First day calling by 11 am
 |  1:1 support from Education Welfare |
|  | * Lates and letters home treated as a measure of disadvantage
 | Officer |
|  | * Unannounced home visits on same day as absence where parental contact cannot be sought.
 |  Priority places for clubs and letters |
|  | * Letter home from Headteacher after significant improvement in attendance
 | home as interventions |
|  | * EWO (Educational Welfare Officers) who attend relevant

 meetings |  Nurture group breakfast place given  |
|  | * 2 staff members e.g ELSA & Attendance officer will bring the child to school if requested by parent (in emergencies).
 | * Opportunities for 1:1 meet and greets of key pastoral staff (ELSA).
 |
|  | * 1:1 support by ELSA
 |  1:1 support from School nurse |
|  | * Attendance letters home when attendance is not high enough – 1st letter sent at 90 %; 2nd letter sent if no response to first letter
 |  Working with Pastoral team |
|  | * Informal meet and greets with staff.
 |  |
|  | * Organising transport for example walking bus to enable

young people to attend (in emergencies). |  Personalised rewards linked to |
|  | * Reward charts for classes for good and improved attendance and on time pupils.
 | attendance. |
|  | * School nurse (where there’s a medical condition)
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|  | **Measurable outcomes across all year groups** |  |

* Overall and individual pupil attendance improves to be either equal to or above the whole school target of 97 %.
* Reduction in number of PA (Persistent Absence)
* Reduction in number of leave of absence requests
* Reduction in number of lates
* Whole school attendance data shows a positive trend

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|  | Transition |  |
|  | **Main Offer** | **Additional Offer if applicable** |
|  |  Stories of moving from School to School | * Deputy DSL for LAC /PLAC
 |
|  |  Extra visits / induction for vulnerable students |  |
|  |  Meet and greet in school with EYFS staff for new EYFS | * Deputy DSL liaison with admissions in other local authorities where necessary / school follow up pupil transfer to other authorities
 |
|  | pupils. | * Social stories in an engaging manner
 |
|  |  Mid-year transitions to school include meet and greet | * Key worker link between educational
 |
|  | with class teacher and / or ELSA prior to starting. |  phases |
|  |  | * Supported visits to new school with a member of staff where necessary.
 |
|  |  Professional handover by Deputy Designated Safeguarding Lead for Early Help to feeder secondary schools or transition to other primary schools. |  |
|  |  | * 1:1 visits for prospective families
 |
|  |  Communication with early years settings | * EPIC SALT (Speech and language therapists)
 |
|  |  Induction Day to new class and/or new school | * EPIC (Educational Psychology
 |
|  |  Focus of Open / Parents evening summer and autumn | Wellbeing Service) |
|  | term. | * Work with key partners (Virtual School, Admissions, SENDCo)
 |
|  |  Open mornings / visits for prospective parents. |  |
|  |  Pupil passport | * Health visitor / school nurse support
 |
|  |  Admission packs with all relevant information given out | * Identifying specific needs and creating
 |
|  | and support with completing forms available. |  a personalised action plan for |
|  |  Parents meeting held for new intake pupils which outlines |  transition. |
|  | changes ahead. |  |
|  |  Support for online application for parents |  |
|  |  Transition programme with designated Y6 link teacher to |  |
|  | feeder schools. |  |
|  |  Text messages, letters and/or email reminders of key |  |
|  | dates and actions needed to be taken by parents. |  |

**Measurable outcomes across all year groups**

* Parents successful in applying for school place
* Support for families with appeals
* Family needs are met whilst awaiting placements
* Positive transition feedback from parents via survey (verbal or written)
* Improved number of positive attitudes towards transition from pupils via Wellbeing Survey

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|  | Social, Emotional and Mental Health (SEMH) |  |  |  |  |
|  | **Main Offer** |  | **Additional Offer if applicable** |  |
|  |  Group or 1:1 work with ELSA  |  |  Letter to GP requesting CAMHS (Children, Adolescent Mental Health Service) referral.  |  |
|  |  |  |  |  Priority place at a lunch club. |  |
|  |  Charity links such as Barnardos, |  |  |  |
|  |  |  |  | **Offer from DSAT (Discovery Schools Academy Trust) EPIC** |  |
|  |  Values curriculum in place – linked to school Christian ethos. |  | **(Educational Psychology Wellbeing Service) aside of casework.** |  |
|  |  |  |  |  | Social Processing |  |
|  |  | Protective Behaviour Curriculum |  |  | Attachment Awareness |  |
|  |  | 2019 |  |  | Anxiety Awareness |  |
|  | Bereavement counselling / |  |  | Solihull Approach |  |
|  |  | groups |  |  | Mental health |  |
|  | Lunch clubs available |  |  | Emotional Regulation |  |
|  |  Sports coaches interventions (inclusive sports leading to achievements for awide range of students) |  |  | Selective Mutism |  |
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|  |  |  |  | **Training/Coaching** |  |
|  | **Interventions** |  |  | Sunshine Circles |  |
|  |  Drawing and Talking Therapy |  |  The use of sociograms |  |
|  |  | Attachment strategies |  |  | Massage in Schools |  |
|  |  | ‘Talk’ cards |  | **Intervention** |  |
|  |  | Lego therapy |  |  Targeted FRIENDS group work from 2010 |  |
|  |  | Nurture breakfast club |  |  | Creative Play |  |
|  |  | Play Therapy strategies  |  |  |  |
|  | * 
 | Staff trained in dyslexia, ADHD, autism |  |  Social Processing group work intervention |  |
|  |  | Referral to Laura Centre |  |  | Therapeutic story writing |  |
|  | LCC Virtual School |  | **Staff support** |  |
|  |  |  | Clinic/consultation drop ins |  |
|  |  |  |  |  |
|  |  |  |  Supporting TAs to work with highly complex children |  |
|  |  |  | **Systemic** |  |
|  |  |  |  |  |
|  |  |  |  Emotional Wellbeing Survey package |  |
|  |  |  |  |  | Signposting to additional agencies such as Beat - Eating disorder |  |
|  |  |  |  |  | charity, Rainbows is the East Midland's only hospice for children, |  |
|  |  |  |  |  | Cruse bereavement care charity, Laura Centre for bereavement  |  |

**Measurable outcomes across all year groups**

* Pupil learning data shows improvement
* Reduction in number of safeguarding disclosures over time
* Reduction in number of high / low level behaviour incidents
* Increase in pupil’s self-help skills
* Reduction in fixed term exclusions
* Assessments used to show the emotional needs of children e.g. Boxall Profile / EPIC wellbeing survey

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|  | Staying Safe |  |  |  |  |  |
|  | **Main Offer** |  |  | **Additional Offer if applicable** |  |
|  |  |  |  |  |  |
|  |  School newsletter with safety information |  |  |  Support from anti-bullying champion |  |
|  |  Fire safety talks (yr 1 & 5) |  |  |  E-safety – support with setting privacy |  |
|  |  Relevant policies and procedures in place eg Data |  |  |  | notices and/or concerns via social |  |
|  |  | Protection |  |  |  | media. |  |
|  | * Year 6 annual visit to Warning Zone
 |  |  | Information via Twitter |  |
|  |  | Anti-bullying curriculum |  |  |  | Information via website |  |
|  |  | Assemblies |  |  |  Link Police Community Support Officer |  |
|  |  | Risk Assessments |  |  |  | NHS healthy living |  |
|  |  DAS (Duty And advice Service) |  |  |  Wellbeing team meetings and training |  |
|  |  TARGET – e-safety curriculum |  |  |  | Buddy / mentoring arrangements |  |
|  |  | Home visits if necessary |  |  |  Lunch and breakfast groups for pupils where needed |  |
|  |  |  |  |  TARGET – work with an e-safety |  |
|  |  | Parent workshops |  |  |  | champion |  |
|  |  | PEP /LAC / PLAC meetings |  |  | Lead Professional support |  |
|  |  | PHSE (Personal Health Social Education) |  |  |  |  |  |
|  |  | School council and school council groups  |  |  |  |  |  |
|  |  | House captains |  |  |  |  |  |
|  |  | Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages |  |  |  |  |  |
|  |  | School nurse Health Shop |  |  |  |  |  |
|  |  | Tracking of incidents with CPOMS |  |  |  |  |  |
|  |  | Annual whole school safeguarding training |  |  |  |  |  |

**Measurable outcomes across all year groups**

* Greater understanding of bullying and a zero-tolerance approach to bullying incidents
* Welfare and neglect issues on Social Services caseload is reduced
* All parents have signed and are adhering to the AUP (Acceptable User Policy)
* Quality displays evidence pupils new learning