



## 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

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.

#### 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.

#### Our Commitments to the Early Help Offer

The following commitments have been agreed as non-negotiable elements of ALP Leicester'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.
- 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 our schools 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.**

<b>What</b>	<b>Who</b>	<b>Advices/Ideas for implementation</b>	<b>Measurable Outcomes</b>
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"> <li>Katie James</li> </ul>	<p>KJ has attended the 'what is early help' briefing sessions to improve understanding of Early Help</p> <p>KJ has 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

**The DSL and four deputies are trained in the use of CPOMS.**

<b>What</b>	<b>Who</b>	<b>Advices</b>	<b>Measurable Outcomes</b>
The CPOMS recording system is used to log all information for young people, including Early Help Assessments.	<ul style="list-style-type: none"> <li>Katie James, Layanne Thorne, Joanne Weatherstone, Abbie Ball and <a href="#">Patrick McConnell</a></li> </ul>	All know how to use CPOMS to record and respond to an incident	All have received training

<b>Pupils, Parents,/Carers and Staff know how to access Early Help support within school</b>		
Students, parents/carers and staff 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:		
<b>Group</b>	<b>Suggested awareness raising routes</b>	<b>Key staff that will need an awareness in order to support this group</b>
<b>Children and Young People</b>	<ul style="list-style-type: none"> <li>• Student Voice</li> <li>• Theme weeks – select weeks within school which focus on positive emotions and aspirations inline with the School’s Enrichment Calendar</li> <li>• Display information via website</li> <li>• Safeguarding assemblies held regularly through the year</li> </ul>	Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Lunchtime Supervisor</li> <li>• Teaching assistant</li> <li>• Office Staff</li> </ul>
<b>Parents/Care rs</b>	<ul style="list-style-type: none"> <li>• Include information in newsletters and emails</li> <li>• Via website</li> <li>• Induction meetings</li> <li>• Through discussions with DSLs/DDSls</li> </ul>	Any trusted adult in school e.g. <ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Lunchtime Supervisor</li> <li>• Teaching Assistant</li> <li>• Office Staff</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Referred to regularly in safeguarding staff meetings</li> <li>• Include in staff briefings</li> <li>• Through safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead and safeguarding team</li> <li>• Assistant Headteacher (Pastoral)</li> </ul>

Early Help in Schools

<b>Attendance</b>	
<b>At ALP Leicester we can offer or signpost to:</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>● ARRTT Certificates</li> <li>● Attendance data monitored</li> <li>● Assistant Headteacher (responsibility for Attendance)</li> <li>● Attendance Team</li> <li>● Attendance meetings with Pastoral Staff (Attendance Panels, Penalty Notices, PACE Meetings, court)</li> <li>● Home visits conducted by Assistant Headteacher and/or a member of the Safeguarding Team</li> <li>● Letter home at 80% (or below) attendance</li> <li>● Meet and greets for specific children and families</li> <li>● Monitoring attendance daily</li> <li>● Monitoring of leave of absence/holiday requests</li> <li>● Panel Meetings</li> <li>● Policy for Leave of Absence requests</li> <li>● Behaviour Contracts</li> <li>● Reward good attendance – termly attendance newsletter and certificates for individuals</li> </ul>	<ul style="list-style-type: none"> <li>● Overall and individual pupil attendance improves</li> <li>● Improvement in PA (Persistent Absence) data</li> <li>● Reduction in number of leave of absence requests</li> <li>● Reduction in number of penalty notices issues</li> <li>● Lateness data</li> <li>● Whole school targets are met</li> <li>● Short term improvement to the data of PA (Persistent Absence) pupils</li> </ul>

<b>Transition</b>	
<b>At ALP Leicester we can offer or signpost to:</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>● Transition work with pupils including books / photos, extra visits to the school</li> <li>● Careers Fairs</li> <li>● Base Lead and Pastoral Team oversee effective transition to secondary Extra visits/induction for vulnerable students overseen by Assistant Head and Pastoral Staff</li> <li>● Induction Days</li> <li>● Home Visits</li> <li>● SALT (Speech and Language implementation)</li> <li>● Staff meetings between year groups</li> <li>● Support for online applications by Pastoral Staff if needed</li> <li>● Bespoke Transition programmes</li> <li>● Visits for prospective families</li> <li>● Work with key partners, including Admissions, Attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils obtain a place at their school</li> <li>● Support families with admission procedures and appeals</li> <li>● Family needs are met whilst awaiting placement</li> </ul>

<b>SEMH</b>	
<b>At ALP Leicester we can offer or signpost to:</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>● Counselling CAMHS (Children, Adolescent Mental Health Service)</li> <li>● Private Counselling commissioned by the school</li> <li>● Play Therapy</li> <li>● Educational Psychologist</li> <li>● Family Support Worker</li> <li>● 'Time out' cards</li> <li>● Laura Centre</li> <li>● Lunch clubs – friendship groups</li> <li>● Meet and Greet Mentors</li> <li>● Nurture groups</li> <li>● Positive Behaviour Plans</li> <li>● Removing Barriers to Learning Interventions</li> <li>● Staff training in Dyslexia, ADHD, autism, trauma and ACES</li> <li>● Team Teach / Positive Handling Training</li> <li>● Virtual School Team</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil Progress and Attainment Data shows improvement</li> <li>● Reduction in number of safeguarding disclosures</li> <li>● Reduction in number of high / low level behaviour incidents</li> <li>● Increase in pupils self-help skills</li> <li>● Assessments show that emotional needs e.g. Wellbeing Measures are</li> </ul>

	being met/catered for
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<b>Staying Safe</b>	
<b>At ALP Leicester we can offer or signpost to:</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>● 'Bikeability'</li> <li>● 'Balanceability'</li> <li>● Acceptable User Policies</li> <li>● Anti-Bullying Awareness</li> <li>● Anti-Bullying Champions</li> <li>● Assemblies</li> <li>● DAS (Duty And Advice Service)</li> <li>● Data Protection Procedures</li> <li>● Drop ins</li> <li>● Early Help Response</li> <li>● E-safety</li> <li>● External Advice</li> <li>● Home Visits</li> <li>● Leicester City Healthy School Network</li> <li>● Life Education Bus/Autism Bus</li> <li>● Link Police Community Support Officer</li> <li>● English Coordinator</li> <li>● Monitoring of leave or absence requests</li> <li>● NSPCC Speak Out and Stay Safe</li> <li>● Online Parent Workshops</li> <li>● Family Support</li> <li>● PEP/LAC meetings</li> <li>● PSHE (Personal Social Health Education)</li> <li>● Police Presentations on Knife Crime</li> <li>● Prevent e.g. FGM (Female Genital Mutilation) / Forced Marriages</li> <li>● Safer Recruitment Procedures</li> <li>● School Nurse</li> <li>● Stranger Danger</li> <li>● Support groups for vulnerable students</li> <li>● Theme weeks/days inline with the Enrichment Calendar</li> <li>● Tracking of incidents</li> <li>● Whole school safeguarding training</li> <li>● DSL's CPD including FGM, FII, Forced Marriage</li> </ul>	<ul style="list-style-type: none"> <li>● Anti-bullying Awareness leading to a greater awareness of bullying within the community and a zero tolerance approach to bullying incidents</li> <li>● Increase in turn-over of families accessing Social Services/Family Support Worker</li> <li>● Welfare and neglect issues on Social Services caseload is reduced</li> <li>● Quality displays evidence pupils new learning</li> <li>● An increasing percentage of parental engagement</li> <li>● An up-to-date rolling programme of CPD (Continued Professional Development) in relation to</li> </ul>

	Safeguarding / Training for all staff
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<b>Supporting Families</b>	
<b>At ALP Leicester we can offer or signpost to:</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>● Counselling commissioned by the school</li> <li>● Parents' Evenings</li> <li>● Home Visits</li> <li>● Leicester Adult Education Services drop ins</li> <li>● Support with filling out forms</li> <li>● Financial support</li> <li>● Early Years/ Literacy /Maths for parents</li> <li>● Noticeboards</li> <li>● SENCo</li> <li>● SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)</li> <li>● Signposting to external agencies</li> <li>● Signposting to training Workshops</li> <li>● Links with local colleges</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil Progress and Attainment Data shows improvement</li> <li>● Uptake of support services increases</li> <li>● Reduction in number of 'was not taken' to appointment</li> <li>● An increasing percentage of parental engagement</li> </ul>

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



<b>Curriculum</b>	
<b>At ALP Leicester we can offer or signpost to:</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>● 1:1 / group work</li> <li>● Alternative Provisions</li> <li>● Assemblies</li> <li>● Booster classes/intervention groups</li> <li>● Careers education – Careers Fair</li> <li>● Pupil Views on the Curriculum</li> <li>● E-Safety Week</li> <li>● Careers weeks</li> <li>● Citizenship element to curriculum</li> <li>● British Values</li> <li>● Specialised Music Teaching – opportunities to learn an instrument</li> <li>● Inter-school events – sports events with sister secondary schools</li> <li>● English/dyslexia focused interventions</li> <li>● Observing significant local community events</li> <li>● Links with Leicester City – Premiership League Reading Stars and sports mentoring</li> <li>● PSHE and RE</li> <li>● Subsidised school trips/visits</li> <li>● Theme weeks – World Book Week, Poetry Week with parent and carer involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Percentage of children attending a school club</li> <li>● Pupil progress and attainment data shows improvement</li> </ul>

Created: 29/01/24 Katie James

Reviewed: