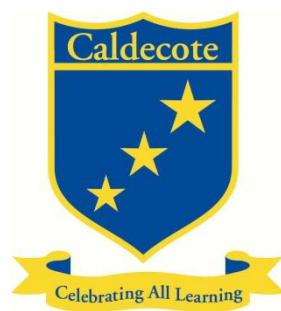


# Early Help

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## Caldecote Community Primary School



Support • Strengthen • Thrive

# Introduction

Early Help is a strategic priority of the Leicester Education Strategic Partnership.

This document explains the Early Help Support available at Caldecote Community Primary School and ensures 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 this 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 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 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.

## **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.

## 2. Early Help at Caldecote Community Primary School

Detailed below are the services we offer to support parents and families:

Attendance
Our offer
<ul style="list-style-type: none"><li>• 100% attendance rewards</li><li>• Alternative provision monitoring</li><li>• Attendance data monitored</li><li>• Attendance officers</li><li>• Attendance officer meeting and greeting parents</li><li>• Breakfast club</li><li>• EWO (Educational Welfare Officers)</li><li>• EWO meetings with HoDs (Attendance Panels, penalty notices, PACE meetings, court)</li><li>• Family liaison officer</li><li>• First day calling</li><li>• Home visits</li><li>• Late door (non-confrontational)</li><li>• Letter home at 95% attendance</li><li>• Meet and greets</li><li>• Monitoring of leave of absence requests</li><li>• Organising transport</li><li>• Panel meetings</li><li>• Personal attendance plans</li><li>• Policy for leave of absence requests</li><li>• Regular monitoring</li><li>• Reward charts</li><li>• Reward good attendance</li><li>• School nurse (where there's a medical condition)</li><li>• School Gateway/ Truancy calls</li><li>• Trophies / certificates / vouchers / prizes</li><li>• Wrap around care after school clubs</li></ul>

Transition
Our offer
<ul style="list-style-type: none"><li>• Books / photos</li><li>• Designated link teacher for transition to secondary</li><li>• Extra visits/induction for vulnerable students</li><li>• EYST (Early Years Support Team)</li><li>• Health visitors / school nurse</li><li>• Induction Day</li><li>• Link between educational phases</li></ul>

- Nursery / Home visits
- Open Evening
- Pupil passport
- SALT (Speech and language therapists)
- SEMH team (Social Emotional and Mental Health)
- Social stories
- Staff meetings between educational phases
- Students are adequately supported upon entry
- Support online application
- Transition programme
- Transitions
- Visits
- Visits for prospective families
- Visits to feeder schools
- Work with key partners, including Admissions, EIP, EWO

## SEMH

### Our offer

- Anger management programmes
- Behaviour mentor
- Bereavement counselling / groups
- CAMHS (Children, Adolescent Mental Health Service)
- Drawing and Talking Therapy
- Educational Psychologist
- Emotions in motions
- Family link worker
- Friendship groups
- Fun time
- 'Get out' cards
- Individual support plans
- In school counsellor / therapist
- Laura centre
- Lego therapy
- Lunch clubs
- Meet and greet
- Mentors
- Pastoral Interventions
- Pastoral Support Programme
- Play interaction
- Play Therapy
- Positive behaviour plans
- Positive people groups
- School nurse
- SEMH team (Social Emotional and Mental Health)
- Sports Co-ordinator (inclusive sports leading to achievements for a wide range of students)
- Staff training in dyslexia, ADHD
- Team teach / positive handling training
- Theraplay
- Virtual school team

## Staying safe

### Our offer

- 'Bikeability'
- Acceptable user policies
- Advice point
- Anti-bullying award (awaiting confirmation)
- Anti-bullying champion
- Assemblies
- Care plans
- DAS (Duty And advice Service)
- Data protection procedures
- Designated safeguarding team
- Drop ins
- Early Help response
- E-safety
- External advice
- Fundraising / raising awareness of charities
- Home visits
- Link Police Community Support Officer
- Literacy champion
- Literacy co-ordinator
- Monitoring of leave or absence requests
- Parent workshops
- Pastoral leader meetings and training
- Pastoral structure of school (HT – DHT – AHT - CT) allows support at many different levels, from strategic to hands on
- Pastoral support / Family support
- PEP/LAC meetings
- PHSE (Personal Health Social Education)
- Prefect system
- Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages
- Safer recruitment procedures
- School council
- School counsellor
- School nurse
- Sex and relationships education
- Sports leaders
- Student partners
- Support group for anxious students
- Theme weeks / days
- Tracking of incidents e.g. CPOMS
- Whole school safeguarding training

## Supporting Families

### Our offer

- Benefit Applications
- Bereavement counselling
- Charity funding (Fareshare) supporting families with food parcels
- Designated LAC Teacher
- Drop ins
- Family link / support worker (available in evenings at parents evenings)
- Fill out forms
- Financial support

- Free tuck shop – Fareshare funded
- Home / School Communication Books
- Home visits
- Housing applications
- Literacy / maths / ESOL (English for speakers of other languages) / first aid for parents
- Noticeboards
- Parents evenings
- Pastoral support
- SENCo
- SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
- Signposting to external agencies
- Signposting to training
- Uniform and stationery grant
- Workshops
- Wrap around care

## The local community

### Our offer

- Bike ability
- Community events – summer fayre, DT fayre, choir, community carol concerts and performances
- Donations from the community for the PTS
- Governors
- Link PCSO
- Link with fire services
- Links between schools – school to school support / collaboration
- Links with local businesses – ASDA community grant / Fareshare
- Religious groups - visits
- Supporting charities

## Curriculum

### Our offer

- 1:1 / group work
- Alternative provision
- Assemblies
- Booster classes
- Careers weeks
- Inter-school events
- Literacy interventions
- Outside agencies
- PHSE
- Subsidised school trips / visits inc Residential
- Theme weeks

Signed and agreed by

<p>Mathew Alcock, Head Teacher <i>26/01/2024</i></p>	<p>Bill Morris, Chair of Governors Mel Berry, Safeguarding Governor <i>26/01/2024</i></p>
<p>Fran Palmer, SENCo <i>26/01/2024</i></p>	<p>Fran Palmer, Designated Safeguarding Lead <i>26/01/2024</i></p>
<p><i>26/01/2024</i></p> <p>Date Completed</p>	<p><i>January 2026</i></p> <p>Review Date</p>