

Early Help Offer

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 recognises 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

Universal

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.

Additional

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 interventions, school led focussed support or bringing in support via an external agency.

Targeted

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 Ellesmere College's Early Help Offer.

By implementing these commitments Ellesmere College aims to ensure:

- Students, 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

3. Early Help in Schools

The following lists show what Early Help Support is available at Ellesmere College:

Attendance
Universal Offer
<ul style="list-style-type: none">• 100% attendance rewards – weekly, termly and annually• Attendance data monitored by assigned staff (School Attendance Officer, Educational Welfare Officer, Executive Vice Principal)• Letter home at 95% attendance• EWO (Educational Welfare Officers) who attend relevant meetings• Student Support Officer who works with families around attendance concerns• First day absence calling• Home visits for ongoing attendance concerns• Monitoring groups in high mobility or absence requests

<ul style="list-style-type: none"> School nurse referrals for medical conditions that affect attendance where criteria are met.
Measurable outcomes across key stages
<ul style="list-style-type: none"> Overall and individual pupil attendance improves Improvement in PA (Persistent Absence) data Reduction in the number of leave of absence requests Reduction in number of penalty notices issued Whole school targets are met
Transition
Universal Offer
<ul style="list-style-type: none"> Moving Up Day Meet the Teacher evening Pupil Passports passed from school to school SALT (Speech and language therapists) reports and targets transferred between schools Weekly (Aylestone Meadows)/Monthly (Knighton Fields) Parent Tours for prospective families Extra visits/induction for more vulnerable students where required New student parent booklet Connexions
Measurable outcomes across key stages
<ul style="list-style-type: none"> Students obtain a place in the appropriate designation Family needs are met whilst awaiting placements Successful transition of student into new environment

Behaviour and Well-being
Universal Offer
<ul style="list-style-type: none"> Intervention Package School Counsellor CAMHS Link Worker Educational Psychology Service Parent Workshop Programme Support Staff CPD Pathways in Mental Health, Communication and Autism Access to Virtual School Team for Looked after Children Well-being package for staff Staff trained in Team Teach Thrive Approach School led Early Help Assessment

<ul style="list-style-type: none"> • Zones of Regulation • School council • Daily timetabled Well-being lessons • Club time • 5 Point Scales • SENDSS Services – LCI/SEMH • School Council
Measurable outcomes across key stages
<ul style="list-style-type: none"> • Pupil learning data shows improvement • Reduction in number of both high- and low-level behaviour incidents • Increase in student self-led emotional regulation • Few if any fixed term exclusions
Safeguarding
Universal Offer
<ul style="list-style-type: none"> • Relevant policies and procedures eg Safeguarding & Child Protection, KCIE Document, Whistleblowing, Searching, screening and confiscation, Anti-Bullying, Positive Behaviour Management, E-Safety, GDPR (General Data Protection Regulation) in place • Whole school safeguarding training • Safeguarding weekly bulletin for staff • Use of CPOMS to track incidents • DAS (Duty And advice Service) for safeguarding concerns • E-safety policy and procedures and filtering system • Link Police Community Support Officer • Parent workshops • PEP (Personal Education Plan) / LAC (Looked After Children) review meetings • PHSE (Personal Health Social Education) • School nurse referrals • Warning Zone trips • 10 trained Designated Safeguarding Leads – weekly meetings
Measurable outcomes across key stages
<ul style="list-style-type: none"> • Greater awareness of bullying within the community and a zero tolerance approach to bullying incidents • All staff have signed and are adhering to the AUP (Acceptable User Policy)
Supporting Families
Universal Offer
<ul style="list-style-type: none"> • WEDUC

- Parents evenings
- Pastoral support
- School led Early Help Assessment
- EHCP Reviewing and evidencing
- Access to SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
- Signposting to external agencies and training
- After School Clubs including Youth Club
- Stay and Play Sessions
- Parent Workshops
- Family events e.g Pizza and movie evening

Measurable outcomes across key stages

- Pupil learning data shows improvement
- Uptake of support services increases
- An increasing percentage of parental engagement

The local community

Universal Offer

- Community events – Christmas Fayre, Community Cafe
- Ellesmere Supporters
- Governors
- Community Links such as LCFC, PCSO (Police Community Support Officer)
- Supporting charities through enterprise

Measurable outcomes across key stages

- Families have a better understanding of the wider community

Teaching and Learning

Universal Offer

- Pathways
- Academic Interventions
- School Wide Phonics programme
- Themed Assemblies
- Inter-school events
- Subsidised school trips / visits
- Theme Days
- Club Time - e.g. computing, football, cricket, Just Dance, cooking, cross country, French, gardening

- SALT
- Communication aids

Measurable outcomes across key stages

- Pupil learning data shows improvement
- Increase in percentage of children attending a school club