

Early Help

Early Help

A Guide for Schools

Support • Strengthen • Thrive

Introduction

Early Help is a strategic priority of the Leicester Education Strategic Partnership. This guide has been created as part of the work of the Leicester Education Strategic Partnership Operation Group (LESPOG) to:

'...manage a planned range of improvement and development activities in conjunction with education partners to ensure that significant progress is being achieved to meet the LESP's strategic priorities and objectives.'

LESPOG established an Early Help Task and Finish Group comprising partners from Primary Schools, Secondary Schools and the Local Authority to identify how to support schools to understand and engage with the Early Help agenda. It was agreed that a set of 'Early Help commitments' be created to set out the activities required by schools to ensure they are up-to-date and engaged with the early help agenda.

This document, compiled by a local Schools SEND Hub, details a set of Early Help Commitments for schools which will enable local schools to ensure 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 schools; supporting effective multi-agency working
- They are up-to-date with and part of local and national approaches to the delivery of early help support for more vulnerable families
- They have evidence of their 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.

How this guide works

This guide has four sections:

Section		Content	Purpose	Page Number
1	What is Early Help?	What Early Help means Early Help in Leicester The role of Schools	To enable schools to understand what early help means and the role of schools in the delivery of it.	3
2	Schools Commitments	A set of 4 Early Help commitments , together with advice and information on implementation	To provide clarity regarding the activities Schools should undertake to ensure they are up-to-date and engaged with the early help agenda.	5
3	Early Help in Schools	A list of example early help activities undertaken within schools and how the impact of these can be measured	To provide a starting point for individual schools to define and evidence the impact of their Early Help offer	7
4	Early Help Commitments Audit Tool	Audit tool and Action Plan	To enable schools to understand actions required to implement the Early Help Commitments	12

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. School Commitments to the Early Help Offer

The following four commitments have been agreed as non-negotiable elements to your school's Early Help Offer.

By signing up to and implementing these commitments your 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
- It is up-to-date with local approaches to the delivery of early help support for more vulnerable families
- Helps evidence your schools commitment to the personal development and wellbeing strand of the Ofsted Framework

1. The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.			
What	Who	Advice/Ideas for Implementation	Measurable Outcomes
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.	This could be your <ul style="list-style-type: none"> • Head • Deputy • Assistant • SENCO • Senior Leadership Team 	<p>DSLs to attend the ‘what is early help’ briefing sessions to improve understanding of Early Help</p> <p>As appropriate DSPs to attend 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>	DSP's have attended the briefing and training

2. At least one member of staff is trained in the use of LiquidLogic.			
What	Who	Advice/Ideas for Implementation	Measurable Outcome
<p>The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments.</p> <p>Attending the training will enable partners to use the LLEHM to make requests for Early Help, to record their interventions as part of an EHA and share</p>	This could be your: <ul style="list-style-type: none"> • DSPs • Pastoral Support • Family Link/Support Worker • Behaviour Mentor 	<p>Appropriate school staff to attend LiquidLogic Early Help Module Training</p> <p>The training comprises 2 half day sessions. Attendance at both sessions is required and following completion attendees will be issued with login details to</p>	<p>Relevant staff have attended the 2 half day LiquidLogic Early Help modules</p> <p>Individual login received and working</p>

information with other partners involved in the same EHA.		enable them to utilise Liquid logic.	
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3. The school has a defined and published Early Help Offer.

Setting out your early help offer can improve how partners work with you to make sure support offered to families begins at the earliest opportunity and in the best way possible.

Step One - define your offer

Use the [list below](#) to help you define your Early Help Offer i.e. what your school does to prevent problems from escalating.

Step two – publish your offer

4. 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 • Theme weeks • 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

At Beaumont Lodge we pride ourselves on the inclusive support we offer our children (see details below).

Attendance	
Your offer	Measurable Outcomes
<ul style="list-style-type: none"> • 100% attendance rewards • Alternative provision monitoring of leave of absence requests • Attendance data monitored • Attendance officers • Breakfast club • EWO (Educational Welfare Officers) • EWO meetings with HoDs (Attendance Panels, penalty notices, PACE meetings, court) • Family liaison officer • First day calling • Home visits • Letters home for concerns re. attendance (below 90% is classed as persistent absentee) • Meet and greets • Monitoring of leave of absence requests • Organising transport • Panel meetings • Personal attendance plans • Policy for leave of absence requests • Regular monitoring • Reward charts • Reward good attendance • School nurse (where there's a medical condition) • School Gateway/ Truancy calls • Trophies / certificates / vouchers / prizes • Walking bus • Wrap around care after school clubs 	<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 • Whole school targets are met • Short term improvement to the data of PA (Persistent Absence) pupils

Transition	
Beaumont Lodge offers	Measurable Outcomes
Books / photos Careers visitors Carers education Choice advisor Connexions worker for LAC students Dedicated careers advisor (appointments for all y9, y10, y11 students) Designated link teacher for transition to secondary Extra visits/induction for vulnerable students EYST (Early Years Support Team) Health visitors / school nurse	<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

<p>Health visitors / school nurse</p> <p>Induction Day</p> <p>Link between educational phases</p> <p>Links with PBSS</p> <p>Nursery / Home visits</p> <p>Open evening</p> <p>Open Evening</p> <p>Pupil passport</p> <p>SALT (Speech and language therapists)</p> <p>SEMH team (Social Emotional and Mental Health)</p> <p>Social stories</p> <p>Staff meetings between educational phases</p> <p>Students are adequately supported upon entry</p> <p>Support online application</p> <p>Support with post-16 UCAS Progress applications (PDC time, form tutor support, one-to-one support, Exams and Careers officer)</p> <p>Transition programme</p> <p>Transitions</p> <p>U-Explore</p> <p>Visits</p> <p>Visits for prospective families</p> <p>Visits to feeder schools</p> <p>Work with key partners, including Admissions, EIP, EWO</p>	
SEMH	
Your offer	Measurable Outcomes
<p>Anger management programmes</p> <p>Barnardos / Carefree</p> <p>Behaviour mentor</p> <p>Bereavement counselling / groups</p> <p>CAMHS (Children, Adolescent Mental Health Service)</p> <p>Drawing and Talking Therapy</p> <p>Educational Psychologist</p> <p>Emotions in motions</p> <p>Family link worker</p> <p>Fun time</p> <p>'Get out' cards</p> <p>Laura centre</p> <p>Lego therapy</p> <p>Lunch clubs</p> <p>Meet and greet</p> <p>Mentors</p> <p>Nurture groups</p> <p>Pastoral Support Programme</p> <p>Play interaction</p> <p>Play Therapy</p> <p>Positive behaviour plans</p> <p>School nurse</p> <p>SEMH team (Social Emotional and Mental Health)</p> <p>Sports Co-ordinator (inclusive sports leading to achievements for a wide range of students)</p> <p>Staff training in dyslexia, ADHD, Autism (All staff AET 2 trained), Attachment,</p> <p>Team teach / positive handling training</p> <p>Theraplay</p>	<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...

Virtual school team	
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Staying safe	
Beaumont Lodge offer	Measurable Outcomes
'Bikeability' Acceptable user policies Advice point Anti-bullying award Anti-bullying champion Assemblies Care plans DAS (Duty And advice Service) Data protection procedures Drop ins Early Help response E-safety External advice Home visits Library leaders Link Police Community Support Officer Reading champion Literacy co-ordinator Monitoring of leave of absence requests Parent workshops Pastoral leader meetings and training Pastoral support / Family support PDC (Personal Development Curriculum) PEP/LAC meetings PHSE (Personal Health Social Education) Red hats School council Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages Safer recruitment procedures Sex education Sports leaders SEND Sports Activities Sports coach Student partners Support group for anxious students Theme weeks / days Tracking of incidents e.g. CPOMS Whole school safeguarding training	<ul style="list-style-type: none"> • 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 (2 years – DSP and 3 years – all staff)

Supporting Families	
Beaumont Lodge offer	Measurable Outcomes
Bereavement counselling Charity funding subsidised with food banks Curriculum days / evenings Drop ins	<ul style="list-style-type: none"> • Pupil learning data shows improvement • Uptake of support services increases

Dyslexia drop ins Family link / support worker / SENCo (available in evenings at parents evenings) Fill out forms Financial support Home visits Housing applications Literacy / maths / ESOL (English for speakers of other languages) / first aid for parents Noticeboards Parents evenings Pastoral support SENCo DLA form support SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) Signposting to external agencies Signposting to training Workshops Wrap around care	<ul style="list-style-type: none"> • Reduction in number of DNAs (Did Not Attend) to appointment • An increasing percentage of parental engagement
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The local community	
Beaumont Lodge Offer	Measureable Outcomes
Bike ability Community events – Fairs, Church events, Book club Donations from community for BLFG (Beaumont Lodge Fund Raising Group – headed by ZM) Governors Link PCSO Link with fire services Links between schools – school to school support / collaboration Links with local businesses (walkers) Right to read Religious groups Supporting charities	<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

Curriculum	
Beaumont Lodge Offer	Measurable Outcomes
1:1 / group work Alternative provision Assemblies Booster classes Lunchtime support Careers education Careers weeks Citizenship element to curricula Inter-school events English interventions Observing significant local community event Outside agencies PHSE Subsidised school trips / visits	<ul style="list-style-type: none"> • % of children attending a school club • Pupil learning data shows improvement

Theme weeks Precision Teach	
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Signed and agreed by	
Head Teacher – Dawn Solla <i>24/01/20</i>	Chair of Governors – David Burgess <i>24/01/20</i>
SENCo – Rebecca Desborough <i>24/01/20</i>	Designated Safeguarding Lead – Dawn Solla <i>24/01/20</i>

4. Early Help Commitments Audit Tool

This Audit Tool has been created to help your school assess progress towards achievement of the four Early Help Commitments which can be used to evidence Ofsted requirements. The tool provides:

- An action plan with suggestions regarding the actions your school can take to meet the outcomes – please add, delete or amend actions as appropriate.
- A place to record the outcomes achieved

RAG ratings

At risk of not achieving	On track, work started	Completed

The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role

Actions Required				
Outcome	Action	When	Who	RAG rating
Designated Safeguarding Lead has responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.	Identify responsible DSL(s)	June 2015 September 2019	SENCo Family Support worker	

DSLs have attended 'What is Early Help' briefing	Visit Early Help Training website and book place on training			
DSLs have attended Early Help Assessment Training	Visit Early Help Training website and book place on training			
Outcomes Achieved		Complete?	Details	Review Date
Designated Safeguarding Lead has responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.		Yes/No	<i>Insert name of responsible DSL(s)</i>	<i>Insert date</i>
DSLs have attended 'What is Early Help' briefing		Yes/No	<i>Insert date</i>	
DSLs have attended Early Help Assessment Training		Yes/No	<i>Insert date</i>	

At least one member of staff is trained in the use of LiquidLogic				
Actions Required				
Outcome	Action	By When	Who?	RAG rating
At least one member of staff is trained in the use of LiquidLogic.	Identify appropriate staff to receive training			
Appropriate staff to attend training	Visit Early Help Training website and book place on training			
Outcomes Achieved				
Name of staff member	Attended Part A LiquidLogic Training	Attended Part B LiquidLogic Training	LiquidLogic Login received?	
<i>Insert name of trained staff</i>	<i>Insert date</i>	<i>Insert date</i>	<i>Tick</i>	
<i>Insert name of trained staff</i>	<i>Insert date</i>	<i>Insert date</i>	<i>Tick</i>	

The school has a defined and published Early Help Offer				
Actions Required				
Outcome	Action	By When	Who?	RAG rating
There is a defined Early help offer for the school	Use the Early Help in Schools list to identify the Early help provision available through the school – delete the type of provision not offered and add additional elements on to the list			
	Get your schools Early help List signed off			
	Agree a review date			
The Early Help offer is published	Identify how and where to publish your schools early help offer			
	Publish your schools early help offer			
Outcomes Achieved				
		Complete?	Date	Review date

There is a defined Early help offer for the school		<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>
	Details	Complete?	Date	Review date
The Early Help offer is published	<i>e.g. website, noticeboards</i>	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>

Students, Parents,/Carers and Staff know how to access Early Help support within school				
Actions Required				
Outcome	Action	By When	Who?	RAG Rating
Children and young people, have been made aware of how they can access early help within the school	Identify key staff who Children/Young People can talk to about Early Help			
	Identify how to train/raise awareness of this responsibility with these staff			
	Deliver training/awareness raising to these staff			
	Identify appropriate methods to deliver information on Early help in school to Children and Young People			
	Deliver messages regarding Early Help to Children and Young People in school			
Parents/Carers have been made aware of how they can access early help within the school	Identify key staff who Parents/Carers can talk to about Early Help			
	Identify how to train/raise awareness of this responsibility with these staff			
	Deliver training/awareness raising to these staff			
	Identify appropriate methods to deliver information on Early help in school to Parents/Carers			
	Deliver messages regarding Early Help to Parents/Carers			
Staff have been made aware of how they can access early help within the school	Identify key staff who Staff can talk to about Early Help			
	Identify how to train/raise awareness of this responsibility with these staff			
	Deliver training/awareness raising to these staff			
	Identify appropriate methods to deliver information on Early help in school to Staff			
	Deliver messages regarding Early Help to Staff			
Outcomes Achieved				
	Complete?	Details	Review Date	
Children and young people have been made aware of how they can access early help within the school	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>	
Parents/carers have been made aware of how they can access early help within the school	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>	

Staff have been made aware of how they can access early help within the school	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>
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