

Inglehurst Infant School

Early Help Offer



Last Reviewed	May 2024
Review date	May 2025
K. Pochin Headteacher	Rob Johnson Chair of Governors

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 children and adults, good literacy and communication skills and good school attendance.
- 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

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 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.

Early Help offer at Inglehurst Infant School

The Designated Safeguarding Lead and the Designated Safeguarding Deputies will be responsible for Early Help within Inglehurst Infant School as part of their safeguarding responsibility.

All staff members are expected to be familiar with the school's Early Help Offer. This will be regularly promoted within our school through, staff training, Early Help literature and information accessible to all staff. This will enable relevant staff involved in the Early Help process to provide targeted support to our children and families.

Our school's Early Help Offer is accessible on the school website and will be displayed in school. We will also promote our Early Help Offer in our newsletter.

Attendance	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> •100% and one day absence attendance recognition •Attendance data monitored by Attendance officer and Head teacher •Letter home if lower than 95% attendance or there are unauthorised absences or lateness •Letter home if attendance and lateness is having an impact on progress and attainment •Letter home if medical evidence needs to be seen for future absence •EWO (Educational Welfare Officers) and Attendance officer meet regularly to discuss attendance and lateness •APM's (attendance Panel Meetings) held where attendance and lateness is a concern and no improvement has been made. •Phone calls made to parents whose children have been absent from school to check for safeguarding purposes •Home visits for absences if the reasons for absence are unclear, complex or we are concerned •Meet and greets at the gates by Head, Deputy and Deputy DSLs. Meet and greets with classroom staff daily. •Monitoring groups in high mobility or absence requests •Attendance Officer available to support in improving school attendance. •School nurse (where there's a medical condition) •Missing Children identified and procedures followed •Targeted support children with Social, Emotional and Mental Health difficulties (e.g. separation anxiety) •Targeted support following parental discussions, or advice from other agencies, follow up phone calls home •One to one session with children. •Parenting advice and signposting to available support and relevant courses 	<ul style="list-style-type: none"> •Overall and individual pupil attendance improves •Reduction in the number of persistently absent students •Reduction in the number of absence requests •Reduced number of penalty notices issued •Lateness improved •Opportunity for attainment is improved •Children have better long term opportunities to achieve their potential •Reduced number of children missing education

Transition	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> •Supported visits to new setting •EYST (Early Years Support Team) visits and support •Support with toilet training •Induction / Transition sessions •Parent meetings to support with concerns around your child •Extra visits/induction sessions for vulnerable pupils •Appropriate resources for example visual timetable for SEN children, photo books identifying new staff and routines •Pupil Passports passed from school to school •SALT (Speech and language therapists) reports and targets transferred between schools •Remind and Support online application for parents for school admissions and Free School Meals •Visits for prospective families •Home visits for nursery children and new reception children before starting at school •Work with key partners and professionals to share necessary information •Links with other nurseries and child care providers •Links to Inglehurst Junior school (After school transition opportunities with Y2 and Y3 staff in the Funtastic club, meet the teacher morning for children moving to the junior school, opportunities to join in with junior school playtimes) •Share appropriate information for children joining and leaving our school •Teacher meetings to pass on academic records and other relevant information to support the transition process 	<ul style="list-style-type: none"> •Pupils obtain a place at their chosen school •Support families with appeals process •Pupils obtain continuity in their learning.

SEMH	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> •Referrals made to SEMH (Social, Emotional, and Mental Health) team, wellbeing practitioner, therapeutic support or MST where appropriate •Educational Psychologist •Funtime •Whole school nurturing ethos •One to One work, including emotions and wellbeing •Sports clubs •Daily emotional check-ins •Virtual school team •Staff receive appropriate training, for example dyslexia, ADHD, autism awareness. •CAMHS (Children, Adolescent Mental Health Service) •Direct work with targeted children and families •School nurse •SEMH interventions •Team teach training, positive handling plans •EHCP plans •Passport review meetings •Bereavement support and signposting 	<ul style="list-style-type: none"> •Children achieve better outcomes •Reduces the number of exclusions •Increases children's self-esteem •Children feel cared for •Helps some children remain in mainstream education •Improves children's ability to ask for help •Assessment of emotional needs Boxall Profile / Goodmans SDQ

Staying Safe	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> • Relevant school policies and procedures eg Safeguarding & Child Protection, Special Educational Needs, Anti-Bullying, Positive Behaviour Management, E-Safety, GDPR (General Data Protection Regulation) in place • Themed assemblies/ curriculum events – stranger danger, anti-bullying, internet safety • British Values coverage • Children’s Advice, Support and Prevention Team (CASP) • Data Protection Procedures • Safeguarding team available to parents and children • All DSL and deputies receive regular training and refresher training • E-safety policy and information shared with families and taught within the curriculum • Website information • Small group lunchtime clubs • Advice point and Early Help response • Signposting for parents • Family support • Fire service assemblies to KS1 • Clear reporting procedures and incident tracking • PSHE (Personal Social and Health Education – Jigsaw) • Bereavement Support and signposting • Links with the Police Community Support Officer • Monitoring absence and leave of absence requests • Promote NSPCC – The pants rule • Safer recruitment procedures • School Nurse • Whole school safeguarding training • Safeguarding weekly briefing sheets • Safeguarding quizzes • Prevent awareness • Engaging with Operation Encompass • Work with families and other agencies to promote the best possible outcomes for our children • Care plans • Home visits • One to one interventions • Classroom support • Referral to parenting workshops • Recognising and supporting vulnerable children and families • Daily emotional check-ins • Listening to the child’s voice – the three houses, wizards and 	<ul style="list-style-type: none"> • Children care about each other • Increased number of families accessing Social Services/Family Support Worker • Better long term outcomes for our children and families • Community awareness of support available • 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) • Proactive Designated Safeguarding Team

fairies •School representation at meetings e.g., Child Protection, Children in Need, Team Around the Family, Multi Agency Referrals, HUB meetings , Pupil Education Plans and Looked After children •Links with local schools and nursery provisions to share appropriate information •Whole school nurturing ethos	
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Supporting Families	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> • Family and charity events •SEND coffee morning •Parents evenings •Stay and play sessions •Sports day •Home visits where possible and support phone calls •Pastoral support •SENDIASS (Special Education Needs and Disabilities Information Advise Support Service) •Signposting to external agencies, charities links for household goods and training, school uniform – Zinithiya Trust •SENDCo/ Inclusion manager support •Support for applying for temporary bus travel for families in temporary accommodation living more than 3 miles from school •Family fund, signposting and support •Welfare rights, signposting to money advice and debt support referrals •Signposting to local foodbanks •Supported housing applications •Support and signposting in contacting local councillors •Signposting to Family Holiday Association •Family Support Worker •Signposting to external agencies and training •Noticeboards •Safeguarding section on website •Bereavement support and signposting 	<ul style="list-style-type: none"> •Improved attendance •Children’s progress and attainment improved •Positive engagement with families •Increased parent engagement •Uptake of services increased

The Local Community	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> •Governors •Link with Fire Service •Link with Police •Links between schools •Links with local pre-school settings 	<ul style="list-style-type: none"> •Families have a better understanding of the wider community •School is better placed to support and respond to local need

<ul style="list-style-type: none"> •Links with the local children's centre •Links with local libraries •Church visits and Open the book assemblies •Prevent duty – awareness of the local context and risk •Support charities through fund raising themed days •Donations to local food banks 	
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The Curriculum	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> •One to One and small group support •Targeted Interventions e.g Early talk boost, Funtime, Early words, phonics, reading, Same day maths interventions. •Free lunch time and after school clubs •Sports coaches – skipping, football, dance, multi-skills •Themed assemblies – Festivals, PSHE, SMSC (Spiritual, Moral, Social and Cultural) and British values •Classroom support •Personal Social and Health Education, Sex and Relationships Education •Cross-curricular topics linked to a diverse reading spine •Subsidised school trips/visits •Awareness week's i.e. mental health, online safety. 	<ul style="list-style-type: none"> •Children achieve better outcomes •Children's progress and attainment shows improvement •A high percentage of children attending school clubs