



North Mead Primary Academy

EARLY HELP OFFER

2021/22

INTRODUCTION

Early Help is a strategic priority of North Mead Primary Academy, The Mead Educational Trust and the Leicester Education Strategic Partnership. This document 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, will ensure that:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Partners working to support families alongside the school have clarity regarding the early help offer of the 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 well-being strand of the Ofsted Framework

The ultimate goal is to ensure that the children, young people and families of North Mead Primary Academy receive the right support, at the right time, reducing the need for referral to statutory services.

WHAT IS EARLY HELP?

'Early Help' means providing help for children, young people and families as soon as concerns 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 recognise 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; 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.

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

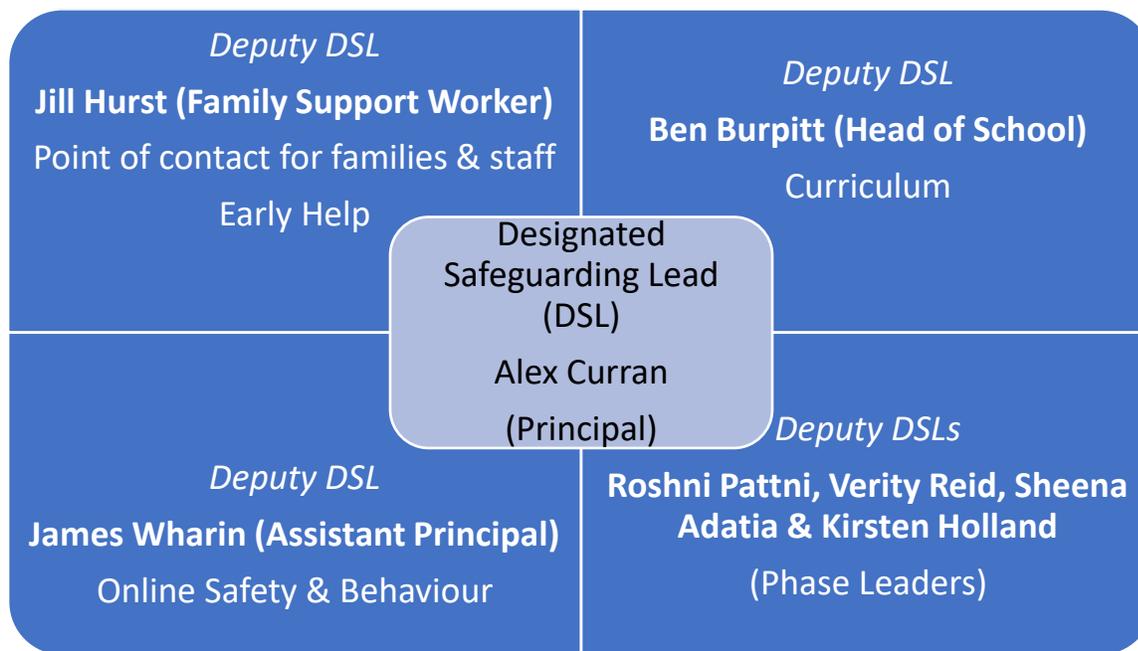
For those children and families whose needs and circumstances make them more vulnerable, or where schools need the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is usually best. In Leicester this is achieved through undertaking an Early Help Assessment and assigning a Lead Practitioner to work closely with the family to ensure they receive the support they require. North Mead Primary Academy is a key partner in any multi-agency work to support families.

The following four commitments are the core elements of North Mead Primary Academy's Early Help Offer. By implementing these commitments, we can ensure that:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- Deliver approaches of early help support for more vulnerable families which is up to date with local offers
- Helps evidence commitment to the personal development and wellbeing strand of the Ofsted Framework

The school has a Deputy Designated Safeguarding Lead (Family Support Worker) who is the point of contact for pupils, parents and staff for Early Help. The Deputy Designated Safeguarding Lead is responsible for the delivery of Early Help as part of their safeguarding role. Overall accountability for safeguarding however still rests with the Designated Safeguarding Lead, Alex Curran (Principal).

Roles and Responsibilities



Jill Hurst (Family Support Worker) at North Mead Primary Academy will have responsibility for the delivery of Early Help as part of their understanding regarding the appropriate response to concerns about a child. They are:

- familiar with North Mead Primary Academy's Early Help offer
- familiar with the Leicester, Leicestershire & Rutland Thresholds and Pathways Document.
- familiar with the SC Referral Process/EHA Referral Process and Early Help Hub arrangements.
- able to access bespoke support to improve their understanding of the EHA aims and principles.
- part of the team around the family.
- trained for using Liquid Logic (see below).

The Liquid Logic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments, which will enable them to:

- See if pupils within the school have previously received or are currently receiving support via Leicester City Council's Children Centres and Family Support Service
- Track EHA requests and outcomes of cases that have been to the Partnership Hub

At North Mead Primary Academy, pupils, parents/carers and staff know how to access Early Help support within school through contacting the Family Support Worker. Additional awareness raising routes, and key staff who are likely to be involved are included below:

Group	Awareness raising routes	Key staff that are aware in order to support this group
Children and Young People	<ul style="list-style-type: none"> • Assemblies • PSHE and RSE curriculum work • Emotional health and wellbeing work • Theme weeks • Display information on school notice boards • Planned workshops in school delivered by safeguarding partners, e.g., police and Standing Ovation • Trips and visits, e.g., Warning Zone 	Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> • Class teacher • Lunchtime supervisor • Teaching assistant • Educational Psychologist • TMET Intervention team • Office staff
Parents / Carers	<ul style="list-style-type: none"> • Information included in newsletters and on Class Dojo • School website • Safeguarding emails 	Any trusted adult in school e.g. <ul style="list-style-type: none"> • Class teacher • Lunchtime supervisor • Teaching assistant • Educational Psychologist • TMET Intervention team • Office staff
Staff	<ul style="list-style-type: none"> • Staff meetings and phase meetings • Weekly staff briefings • Safeguarding annual training • Meetings with Family Welfare worker • Removing barriers meetings • Targeted CPD based on local need, e.g. online safety training 	<ul style="list-style-type: none"> • Designated Safeguarding Lead • Family support worker • SENCo

NORTH MEAD PRIMARY ACADEMY'S EARLY HELP OFFER 2021/2022

Attendance	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> Weekly class attendance awards, termly awards for best attendance Attendance data monitored by Attendance Officer including weekly monitoring individuals Targeted letters home for children close to being classes as a persistent absentee Fortnightly meetings with the EWO (educational Welfare Officer) 1:1 support by Family Welfare Support Worker First day calling by 10am Unannounced home visits where parental contact cannot be sought. Free breakfast club available to all from 8am Support with transport to and from school in emergency circumstances Meet and greet for all children on playground School nurse involvement Term time holidays unauthorised Attendance Officer part of removing barriers team 	<ul style="list-style-type: none"> 1:1 support from Education Welfare Officer Priority places for clubs Wrap around care place given inclusive of breakfast and after school clubs Opportunities for 1:1 meet and greets Personalised rewards linked to attendance. 1:1 support from School nurse 1:1 support for school and housing applications where this is affecting attendance Support with providing uniform
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> We aim for pupil attendance to be in line with 96% or above Reduction in number of PA (Persistent Absence) Reduction in number of leave of absence requests Reduction in number of penalty notices issues Lateness data is improving Whole school attendance data shows a positive trend 	

Transition	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • In school transition arrangements for children moving to the next year include opportunities to meet their new teacher and for parents to ask any questions • Meet and greet in school with EYFS teacher for new pupils. • Visits from EYFS staff to early years settings prior to starting in Reception • Mid-year transitions to school include meet and greet with class teacher and induction meeting with key adults • Year 6 transition visits • Professional handover by Year 6 teachers and family support worker to feeder secondary schools • Visits for prospective parents welcomed, video of school life available on website • Admission packs with all relevant information given out and support with completing forms available (translation available) • Support for online application for parents • Text messages, letters and/or email reminders of key dates and actions needed to be taken by parents. 	<ul style="list-style-type: none"> • Transition books made for children with SEND and/or other vulnerabilities • Induction meetings are translated where needed • Additional transition visits where needed, including observations in the primary setting • EYST involvement (Early Years Support Team) • Children with EHCPs to have early review meetings to facilitate smooth transition • Key worker link between educational phases • Supported visits to new school with a member of staff • Identifying specific needs and creating a personalised action plan for transition. • Primary and secondary SENDCo meetings regarding year 6 transition • Quick and efficient transfer of safeguarding records via CPOMS where possible
Measurable outcomes across all year groups <ul style="list-style-type: none"> • Parents successful in applying for school places • Families are supported with appeals • Family needs are met whilst awaiting placements • School numbers on roll are consistently high 	

SEMH	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> Bespoke curriculum and PSHCE scheme responds to local need Consistent behaviour approach in place, including personalised plans for 'Plan B children' Behaviour policy based on forming good relationships Communication with parents well established and positive 6Rs Learning Behaviours approach All teaching team have Team Teach training, which includes de-escalation Lunch clubs support available Sports coach (inclusive sports leading to achievements for a wide range of students) Whole staff training in Adverse Childhood Experiences, attachment and early trauma Staff trained in Children's Mental Health First Aid Regular use of Impact Ed emotional health and wellbeing data 	<ul style="list-style-type: none"> Signposting and referral to CAMHS (Children, Adolescent Mental Health Service) Personalised plans for children in place where needed Access to the TMET Interventions Team Supporting TAs to work with highly complex children Referral to Laura centre
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> Pupil learning data shows improvement Reduction in number of safeguarding disclosures over time Reduction in number of high / low level behaviour incidents Reduction in fixed term exclusions 	

Staying Safe	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> School newsletter, website, Class Dojo & social media used to communicate messages and updates DSLs clearly displayed around the school, information about reporting concerns is on staff and visitor lanyards Staff monitor gates and parking, crossing patrol in place at the front of school DSL of the day – identified DSL in charge of lunchtime behaviour duty and any end of the day worries or difficulties Fire safety talks Relevant policies and procedures in place Anti-bullying curriculum Assemblies Risk Assessments, EVC (Educational Visits Coordinator) Access to DAS (Duty and advice Service) Online safety curriculum Bespoke PHSCE curriculum adapted to Local Risk (Personal Health Social and Citizenship Economic Education), focused on developing children’s understanding of risks Primary Leadership Team Prevent curriculum in year 5&6 Tracking of incidents with CPOMS Annual whole school safeguarding training, weekly briefings and regular quizzes Health and Safety walks, Trust support and audit Identified Adult Mental Health First Aider within School Recruitment follows Safer Recruitment Protocols 	<ul style="list-style-type: none"> E-safety – support with setting privacy notices and/or concerns via social media. Personalised contact with the Police Community Support Officer and fire brigade NHS healthy living Buddy/mentoring arrangements School nurse referrals LAC meetings
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> Reduction in reportable accidents Reduction in notable behaviour incidents Increase in turn-over of families accessing Social Services/Family Support All pupils and parents have signed acceptable user policy Increasing number of parents signed up to and using Class Dojo An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years – DSP and annual for all staff) 	

Supporting Families	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • Class Dojo for tips, advice, guidance and memos – translatable in one click • School Comms for communication and meal payments • Open door policy • Senior leaders accessible on the playground every morning and after school • Curriculum days / evenings • Support for form completion including financial support and housing • Translation support available • Home visits where needed • Parents evenings and meetings • Signposting to external agencies and training • Free wrap around care inclusive of breakfast and after school clubs • Support with accessing Food Bank and uniform support • Working in Partnership with “Leicester Children’s Holidays” 	<ul style="list-style-type: none"> • SENDCo advice • Bereavement counselling • Family link / support worker (available at parents’ evenings or drop ins) • SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • Local NHS text messaging service (9am – 5pm, Monday to Friday, response within 24 hours) providing confidential advice. • Signposting to charities
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Pupil learning data shows improvement • Uptake of support services increases • Attendance is in line with national targets • Parents’ meeting attendance is at least 98% • Class Dojo engagement is high 	

The Local Community	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • Liaison with Community Support Police Officers • Visits to and liaison with local religious leaders and places of worship • Collaboration with The Mead Education Trust family of schools • Supporting charities and initiatives such as Cancer Research Race for Life, Children in Need, Save the Children, Help the Homeless, Open Hands • Class link with local care home • Visits planned from local inspirational community members • Visits to and visitors from Leicester University • Curriculum based on trips and visits, many of which are in the locality (e.g., Bosworth Battlefield, Richard III centre, Y theatre, Curve Theatre, Warning Zone, etc.) 	<ul style="list-style-type: none"> • Personalised work with community support police officers • TMET Intervention team visits to local areas to develop confidence, character, and wellbeing (reducing risk of exclusion)
Measurable outcomes across all year groups	
<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 Police call outs / ASBOs • Racist incidents rare • Pupils show respect for and understanding of people from different backgrounds and faiths 	

The Curriculum	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • Bespoke PHSCE curriculum adapted to Local Risk (Personal Health Social and Citizenship Economic Education), focused on developing children’s understanding of risks • #NorthMeadFantasticFifty enables free access to trips and enrichment for all families, and underpins the immersive curriculum • Assemblies • 6Rs Learning Behaviours Approach (underpinned by character muscles) • Theme weeks e.g., Anti-bullying week • Focus on healthy lifestyles through Daily Boost, PE and Inter Trust sporting competitions and opportunities 	<ul style="list-style-type: none"> • Group or 1:1 interventions • School nurse • Signposting to external agencies and community support services • Bespoke curriculum opportunities, e.g., knife crime awareness for y5&6
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Continue reduction in notable behaviour incidents • Pupils are increasing their awareness of risk management • Pupil learning data across the curriculum shows improvement, gaps in the attainment and achievement of vulnerable groups are narrowed. 	

Review Date: January 2023