

## St Gregory's CE Primary School Early Help Offer and Procedure.

<p><b>Intent</b></p>	<p>At St Gregory's CE Primary School, we recognise our legal and moral duty to promote the wellbeing of children and keep them safe. We place robust safeguarding practices at the heart of everything that we do. We want all children to feel safe, happy and protected to enable them to have the best possible start to their lives. We understand the place that Early Help can play in this.</p> <p><b>What is Early Help?</b></p> <p><i>"Early help is means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. (Keeping Children Safe in Education September 2024.)"</i></p> <p>Our primary aim is to identify any needs early and to ensure that appropriate support is put into place. We believe that information sharing and timely effective support can provide the best opportunities for all children and their families.</p> <p>Families need support from a wide range of agencies including within the school community. Therefore, our role is often to signpost families to the resources that will best support their needs. These agencies can provide support for parents, children or whole families, with the intention being to improve experiences for the child.</p> <p>Early help can be offered in many ways to-</p> <ul style="list-style-type: none"> <li>• Prevent concerns arising.</li> <li>• Intervening in problems early on through school support.</li> <li>• Supporting children and families in accessing other agencies through the Early Support Framework.</li> </ul> <p>We know that providing timely support is vital – support must be available to families at the earliest opportunity. We know that the more entrenched problems become, the more difficult they are to deal with (Foundations Strategy, 2023)</p>
<p><b>Recognising</b></p>	<p>At St Gregory's CE Primary School, we know our children and families well and are vigilant to recognise any small change in behaviour. We are aware of those who may be more likely to need early help, but also of some of the signs that our children may benefit from early help such as:</p> <ul style="list-style-type: none"> <li>• Displaying disruptive or anti-social behaviour.</li> <li>• Having poor attendance.</li> <li>• Being bullied or bullying others.</li> <li>• A change in academic performance.</li> <li>• Having poor general health, either physically or mentally.</li> <li>• Experiencing difficulties at home.</li> <li>• Being involved in, or at risk of, offending</li> <li>• Having a particular challenging relationship with parents or appearing to be usually independent from their parents.</li> </ul> <p>As well as the strong relationships that provide information about children and their needs, we have a range of other ways to recognise the need for early help-</p> <ul style="list-style-type: none"> <li>• Safeguarding welfare concerns and procedures.</li> <li>• ELSA sessions.</li> <li>• Worry Monsters / Worry Jars in classrooms.</li> <li>• Pupil voice and pupils surveys</li> <li>• Teacher and teacher assistant observations</li> <li>• PSHE lessons and the opportunities.</li> <li>• Parents meetings and regular opportunities for contact.</li> <li>• Surveys for parents.</li> <li>• Open door policy</li> <li>• Attendance monitoring and procedures</li> <li>• Pupil Progress meetings.</li> <li>• Review of SEND progress through support plans and meetings.</li> </ul>

## Responding

If we feel that a child and family would benefit from early help, we will always get in touch and discuss next steps with you. Working together is the most important part of ensuring early help is successful.

It may be that we hold a Team Around the Family Meeting. The benefit of early help comes when a family works together with the school to find ways to offer support. We will always work with you and support you in making decisions about what you feel will offer the maximum support for your child, children or family.

This process involves:

- Gathering information from the child, family and anyone working with them
- Working with professionals to agree an action plan
- Meeting regularly to review the process and record any progress made
- Referring to other professionals and services to support where necessary.

There are a range of early help strategies that can be put into place in school, these can include-

- ELSA (Emotional Literacy Support) Sessions
- Meet and Greet sessions
- Support on the playground
- Early Morning Welcome.
- Drawing and talking sessions
- Walk and talk alongside an adult
- School attendance support
- Learning support and scaffolding within class
- Breakfast club
- Calming and reflection areas in classroom and around the school
- Adult and 1:1 support
- Precision teaching
- Communication Champion
- MHST support

We run a range of parent workshops (for example: anxiety, wellbeing support, phonics and early reading, mental maths, online safety) and put important online safety information in our newsletters and on our website.

### **What is a 'Team Around the Family' meeting?**

The family and workers involved come together to make a support plan. This is reviewed at regular intervals to ensure that progress is being made for your family and that the right support is in place. At these meetings a 'lead worker' is selected- it may be the person the family see most frequently or the one most involved. The lead worker arranges the review meetings and is someone you can speak to at any point about concerns or issues you or your family are facing.

External Agencies that we can refer to –

- Barnardo's
- Young Carers
- Dorset Inclusion Lead
- School Nurse
- Health Visitor if there is a child under 5 years in the family
- Educational Psychologist
- Mental Health in School team
- Speech and Language
- Child and Adolescent Mental Health Services (CAHMS)
- SENDIAS
- Young Minds
- Gillingham Foodbank

<p>Reviewing</p>	<p>Any early help intervention or support will be reviewed regularly, there will be at least termly meetings to review and add to targets. Any in school intervention is set up on a six weekly, 'Plan, do, review' cycle to assess if the intervention has offered the level of support required and to decide on next steps. If your child has a support plan, these are also updated and shared with you termly.</p>
<p>Guidance</p>	<p>Early Help foundation- <a href="http://www.eif.org.uk/">www.eif.org.uk/</a> Early help-NSPCC- <a href="http://www.learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention">www.learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention</a> <a href="http://www.learning.nspcc.org.uk/safeguarding-child-protection/early-intervention">http://www.learning.nspcc.org.uk/safeguarding-child-protection/early-intervention</a></p>