



MOWMACRE HILL PRIMARY SCHOOL

EARLY HELP OFFER

2021/2022

INTRODUCTION

Early Help is a strategic priority of Mowmacre Hill Primary School, Discovery Schools Academy 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 wellbeing strand of the Ofsted Framework

The ultimate goal is to ensure that the children, young people and families of Mowmacre Hill Primary School 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; 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.

Virtual Learning Support

- Tech provided to pupils who are absent from school
- Lessons are available on-line
- Teacher and support staff to support pupils whilst at home with their learning
- Pupils are invited to participate in Live Lessons
- Parent support from ICT Technicians in school to support Home learning

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. Mowmacre Hill Primary School is a key partner in any multi-agency work to support families.

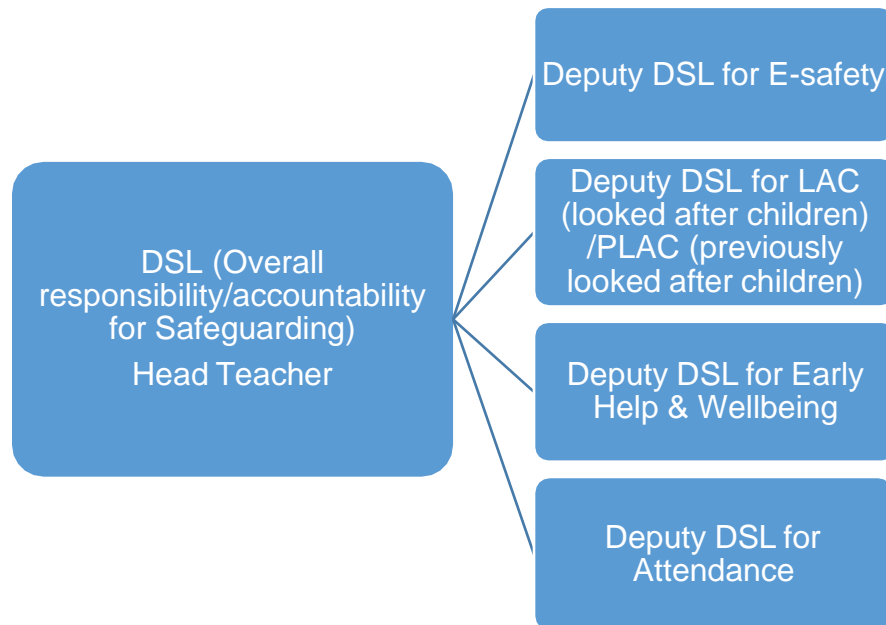
The following four commitments are the core elements of Mowmacre Hill Primary School's Early Help Offer. By implementing these commitments Mowmacre Hill Primary School can ensure:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- 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 who is the point of contact for pupils, parents and staff for Early Help and Wellbeing. 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/Headteacher Matthew Peet.

Roles and Responsibilities



The Designated Safeguarding Lead (DSL) will have responsibility for the delivery of Early Help & Wellbeing as part of their understanding regarding the appropriate response to concerns about a child. At Mowmacre Hill this person is the Family Welfare Support Officer (FWSO)

They are:

- Familiar with Mowmacre Hill Primary School's early help offer
- Familiar with the Leicester, Leicestershire & Rutland Thresholds and Pathways Document.
- Familiar with the referral 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.
- Lead practitioner in the school for early help and wellbeing.
- Trained for using Liquid Logic (see below).
- Responsible for chairing fortnightly safeguarding meeting with the DSL team.

At Mowmacre Primary School the Family Welfare Support Officer (FWSO) is trained in the use of LiquidLogic. The LiquidLogic 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 Mowmacre Hill Primary School Pupils, Parents/Carers and Staff know how to access Early Help support within school through contacting the Family Welfare Support Officer (FWSO). Additional awareness raising routes, and key staff who are likely to be involved are include 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 • Theme weeks • Display information on school notice boards • Charity events 	<p>Any trusted adult within the school environment e.g.</p> <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Nurture leader • Lunchtime supervisor • Teaching assistant • Educational Psychologist • Other agency support worker • Office staff • School nurse
Parents / Carers	<ul style="list-style-type: none"> • Information included in newsletters • Display information on school notice boards • Copies of service leaflets available for parents • LCC services leaflet - this leaflet 	<p>Any trusted adult in school e.g.</p> <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Nurture leader • Lunch supervisor • Teaching assistant • Educational Psychologist • Other agency support worker



		<ul style="list-style-type: none"> • Office staff • School nurse
Staff	<ul style="list-style-type: none"> • Staff meetings • Staff briefings • Information Leaflets shared with staff • Safeguarding annual training • Meetings with Family Welfare Support Officer (FWSO) 	<ul style="list-style-type: none"> • Designated Safeguarding Lead • Family support / link worker • SENCo • Pastoral support worker

MOWMACRE HILL'S EARLY HELP OFFER 2021/2022

Attendance	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • 100% attendance rewards • Attendance data monitored by Attendance Officer including weekly monitoring of groups in high mobility or absence requests. • Lates and letters home treated as a measure of disadvantage • Letter home at 96% attendance • EWO (Educational Welfare Officers) who attend relevant meetings • 1:1 support by Family Welfare Support Officer (FWSO) • First day calling by 10am • Unannounced home visits on same day as absence where parental contact cannot be sought. • FWSO & Attendance officer will bring the child to school if requested by parent (emergencies). • Informal meet and greets with all staff. • Organising transport for example walking bus to enable young people to attend. • Reward charts for classes for good and improved attendance and on time pupils. • School nurse (where there's a medical condition) 	<ul style="list-style-type: none"> • Attendance data reviewed and actioned more frequently for vulnerable families. • 1:1 support from Education Welfare Officer • Priority places for clubs and letters home as interventions • Wrap around care place given inclusive of breakfast and after school clubs, Holiday clubs. • Opportunities for 1:1 meet and greets of key pastoral staff (ELSA). • Personalised rewards linked to attendance. • Personal attendance plans written with parents. • 1:1 support from School nurse • Working with Pastoral team
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Overall and individual pupil attendance improves to be either equal to or above national average (95.3% 2016/17) • Reduction in number of PA (Persistent Absence) • Reduction in number of leave of absence requests 	



- Reduction in number of penalty notices issues
- Lateness data shows reduction in number of interventions
- Whole school attendance data shows a positive trend

Transition	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • Stories of moving from School to School • Extra visits/induction for vulnerable students • Meet and greet in school with EYFS teacher for new pupils. • Mid-year transitions to school include meet and greet with class teacher and Wellbeing team prior to starting. • Home visits for EYFS pupils by class teacher and FWSO • Professional handover by FWSO to feeder secondary schools • EYST (Early Years Support Team) • Induction Day to new class and/or new school • Focus of Open / Parents evening summer and autumn term. • Open mornings for prospective parents. • Pupil passport • Admission packs with all relevant information given out and support with completing forms available. • Parents meeting held for new intake pupils which outlines changes ahead. • Support for online application for parents • Transition programme with designated link teacher to feeder schools. • Text messages, letters and/or email reminders of key dates and actions needed to be taken by parents. 	<ul style="list-style-type: none"> • Deputy DSL for LAC /PLAC • SEMH team (Social Emotional and Mental Health) • Social stories in an engaging manner • Key worker link between educational phases • Supported visits to new school with a member of staff • 1:1 visits for prospective families • SALT (Speech and language therapists) • EPIC (Educational Psychology Wellbeing Service) • Work with key partners (Virtual School, Admissions, SENCo) • Health visitors / school nurse support • Identifying specific needs and creating a personalised action plan for transition.
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Parents successful in applying for school place • Support families with appeals • Family needs are met whilst awaiting placements • Positive transition feedback from parents via survey (verbal or written) 	



- Improved number of positive attitudes towards transition from pupils via Wellbeing Survey

SEMH	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • Group or 1:1 work with ELSA • Charity links such as Barnardos, Charity Link Leicester • Resilience curriculum in place • Behaviour mentors • Protective Behaviour Curriculum 2019 • Bereavement counselling / groups • Lunch clubs available • Sports coach (inclusive sports leading to achievements for a wide range of students) <p>Interventions</p> <ul style="list-style-type: none"> • Drawing and Talking Therapy • Emotions in motions • 'Talk' cards • Lego therapy • Nurture group • Play Therapy <ul style="list-style-type: none"> • Staff trained in dyslexia, ADHD, Autism • Referral to Laura centre • Virtual school team 	<ul style="list-style-type: none"> • CAMHS (Children, Adolescent Mental Health Service) • Priority place at a Lunch club. • Class LC for children who need additional support with SEMH <p>Offer from DSAT (Discovery Schools Academy Trust) EPIC (Educational Psychology Wellbeing Service) aside of casework.</p> <ul style="list-style-type: none"> • Social Processing • Attachment Awareness • Anxiety Awareness • Solihull Approach • Mental health • Emotional Regulation • Selective Mutism • Consultation groups/problem solving • Biofeedback <p>Training/Coaching</p> <ul style="list-style-type: none"> • Sunshine Circles • The use of sociograms • Massage in Schools <p>Intervention</p> <ul style="list-style-type: none"> • Targeted FRIENDS group work • Creative Play • Biofeedback 1:1 therapeutic work • Social Processing group work intervention • Therapeutic story writing <p>Staff support</p> <ul style="list-style-type: none"> • Clinic/consultation drop ins • Supporting TAs to work with highly complex children <p>Systemic</p> <ul style="list-style-type: none"> • Emotional Wellbeing Survey package



	Signposting to additional agencies such as Beat - Eating disorder charity, Rainbows is the East Midland's only hospice for children, Cruse bereavement care charity,
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 • Increase in pupil's self-help skills • Reduction in fixed term exclusions • Assessments used to show that emotional needs of children e.g. Boxall Profile / EPIC wellbeing survey 	

Staying Safe	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • School newsletter with safety information • Fire safety talks (yr 1 & 5) • Relevant policies and procedures in place eg Data Protection • Advice point and Early help response through FWSO • Anti-bullying curriculum • Assemblies • Risk Assessments • DAS (Duty And advice Service) • TARGET – e-safety curriculum • Home visits • DSAT Literacy Lead Professional • DSAT EYFS Lead Professional • Parent workshops • PEP/LAC meetings • PHSE (Personal Health Social Education) • School council • House captains • Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages • School nurse Health Shop • Tracking of incidents with CPOMS • Annual whole school safeguarding training 	<ul style="list-style-type: none"> • Support from anti-bullying champion • E-safety – support with setting privacy notices and/or concerns via social media. • Information via Twitter • Information via website • Link Police Community Support Officer • NHS healthy living • Wellbeing team meetings and training • Buddy/mentoring arrangements • Nurture group for pupils with additional support needs. • TARGET – work with an e-safety champion • Lead Professional support
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Greater awareness of bullying within the community and a zero-tolerance approach to bullying incidents • Increase in turn-over of families accessing Social Services/FWSO 	



- Welfare and neglect issues on Social Services caseload is reduced
- All parents have signed and are adhering to the AUP (Acceptable User Policy)
- 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 annual for all staff)

Supporting Families	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • Noticeboards for awareness raising • Fun and Families • Coffee mornings • Curriculum days / evenings • Wellbeing team (available at parents' evenings or drop ins) • Support for form completion incl financial support and housing • Home visits • Parents evenings • Signposting to external agencies and training • Parental Workshops (ELSA) • Solihull Approach Parent Workshop • Wrap around care inclusive of breakfast, after school and holiday clubs • Assess children's requirements based upon Maslow's hierarchy of need and put together a support plan. • Food Bank • Clothes bank • Discounts • Walking bus • ParentPay • Early Literacy Support Assistant (ELSA) 	<ul style="list-style-type: none"> • SENCo • Bereavement counselling • Family link / support worker (available at parents' evenings or drop ins) • Support for form completion including financial support and housing • DSAT (discovery School Academy Trust) EPIC (Educational Psychology Wellbeing Service) - Parent Workshops by arrangement • SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • DSAT Wellbeing team support • Local NHS text messaging service (9am – 5pm, Monday to Friday, response within 24 hours) providing confidential advice. • Signposting to charities such as Kooth - Online counselling, webchats, self-help resources available
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Pupil learning data shows improvement 	



- Uptake of support services increases
- Reduction in number of DNAs (Did Not Attend) to parents evening
- An increasing percentage of parental engagement

The Local Community	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • DSAT Advisory Board • DSAT Cluster Board • DSAT Trust Board • Community links with Fire, PCSO and businesses • Supporting charities and initiatives such as Mental Health Awareness week 	<ul style="list-style-type: none"> • Youth group • Primary Stars (LCFC) • University links (square mile De Montfort University) • Leicester Tigers • Children's centre
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 PCSO call outs / ASBO's 	

The Curriculum	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> • 1:1 / group work with ELSA or TA • Assemblies • Booster classes • Specialist Provision (nurture groups) • Resilience curriculum • PHSE (Personal Health Social Education) curriculum • Inter-school events • Subsidised school trips / visits • Theme weeks e.g. Anti-bullying week 	<ul style="list-style-type: none"> • Group or 1:1 interventions • Pupil premium funding to enable access to trips and visits. • Big yellow bus • Unicef • NSPCC • Police • Fire



<ul style="list-style-type: none"> • Trips and visits e.g. warning zone, residential trips, Beaumanor Team building. • TARGET – e-safety curriculum • Parent curriculum workshops e.g. Mad hatter’s tea party (resilience) • School council / House captains • Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages • Protective Behaviour Curriculum 2019 • Healthy Schools 	<ul style="list-style-type: none"> • NHS / School nurse (find out more info) R2R
<p>Measurable outcomes across all year groups</p>	
<ul style="list-style-type: none"> • Families have a better understanding of what their children are learning • % of children attending a school club • Pupil learning data shows improvement 	

Signed and agreed by	
<p>Head Teacher (Designated Safeguarding Lead) <i>Date</i></p>	<p>Chair of Advisory Board <i>Date</i></p>
<p>SENCo <i>Date</i></p>	<p>Deputy Designated Safeguarding Lead for Early Help and Wellbeing <i>Date</i></p>
<p>18/01/2022</p>	<p>Review Date</p>