



## MERRYDALE JUNIOR SCHOOL

### EARLY HELP OFFER

2018/2019

## INTRODUCTION

Early Help is a strategic priority of Merrydale Junior 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 all children, young people and families 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.

### 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

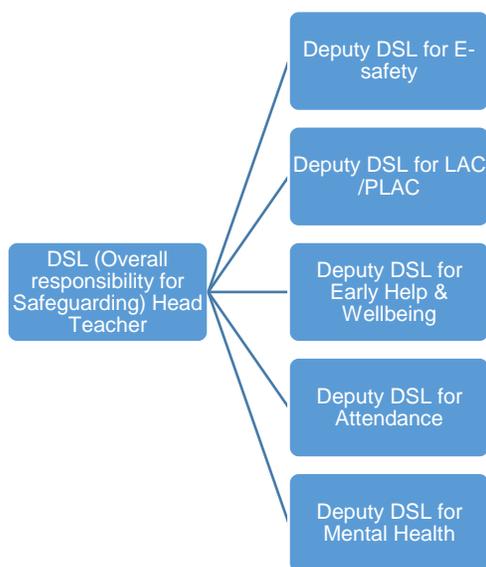
For those children and families whose needs and circumstances make them more vulnerable, or where schools need the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is usually best. In Leicester this is achieved through undertaking an Early Help Assessment 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

The following four commitments are the core elements of Merrydale Junior School’s Early Help Offer. By implementing these commitments Merrydale Junior 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 Designated Safeguarding Lead who is the point of contact for pupils, parents and staff for early Help and Wellbeing. The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.

### Roles and responsibilities





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

They are:

- familiar with Merrydale Junior 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 Merrydale Junior 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 Merrydale Junior 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"> <li>• Assemblies</li> <li>• Theme weeks</li> <li>• Display information on school notice boards</li> <li>• Charity events</li> </ul>	<p>Any trusted adult within the school environment e.g.</p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Behaviour mentor</li> <li>• Pastoral Officer</li> <li>• Lunchtime supervisor</li> <li>• Teaching assistant</li> <li>• Educational Psychologist</li> <li>• Other agency support worker</li> <li>• Office staff</li> <li>• School nurse</li> <li>• SENCo</li> </ul>



Parents / Carers	<ul style="list-style-type: none"> <li>Information included in newsletters</li> <li>Display information on school notice boards</li> <li>Copies of service leaflets available for parents</li> <li>LCC services leaflet - this leaflet</li> </ul>	<p>Any trusted adult in school e.g.</p> <ul style="list-style-type: none"> <li>Class teacher</li> <li>Behaviour mentor</li> <li>Pastoral Officer</li> <li>Lunch supervisor</li> <li>Teaching assistant</li> <li>Educational Psychologist</li> <li>Other agency support worker</li> <li>Office staff</li> <li>School nurse</li> <li>SENCo</li> </ul>
Staff	<ul style="list-style-type: none"> <li>Staff meetings</li> <li>Staff briefings</li> <li>Information Leaflets shared with staff</li> <li>Safeguarding annual training</li> <li>Meetings with Family Welfare Support Officer (FWSO)</li> </ul>	<ul style="list-style-type: none"> <li>Designated Safeguarding Lead</li> <li>Family support / link worker</li> <li>SENCo</li> <li>Pastoral Officer</li> <li>SLT (Senior Leadership Team)</li> </ul>

## MERRYDALE JUNIOR SCHOOL'S EARLY HELP OFFER

Attendance	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>100% attendance rewards (termly &amp; annually)</li> <li>Attendance data monitored by FWSO including weekly monitoring of groups in high mobility or absence requests.</li> <li>Lates and letters home treated as a measure of disadvantage on a monthly basis.</li> <li>Letter home at 96% attendance</li> <li>EWO (Educational Welfare Officers) who attend relevant meetings</li> <li>1:1 support by Family Welfare Support Officer (FWSO)</li> <li>First day calling by 10am</li> <li>Unannounced home visits on same day as absence where parental contact cannot be sought. Further visits will take place until child returns to school.</li> <li>FWSO &amp; another adult will bring the child to school if requested by parent (emergencies).</li> <li>Informal meet and greets with all staff.</li> <li>Reward charts for classes for good and improved attendance and on time pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance data reviewed and actioned more frequently for vulnerable families.</li> <li>1:1 support from Education Welfare Officer</li> <li>Priority places for clubs and letters home as interventions</li> <li>Wrap around care place given inclusive of breakfast and after school clubs, Holiday clubs.</li> <li>Opportunities for 1:1 meet and greets of key pastoral staff.</li> <li>Personalised rewards linked to attendance.</li> <li>Personal attendance plans written with parents.</li> <li>1:1 support from School nurse</li> <li>Working with Pastoral team</li> </ul>



<ul style="list-style-type: none"> <li>• Monthly clinic with the school nurse (where there's a medical condition or general concerns / worries)</li> </ul>	
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Overall and individual pupil attendance improves</li> <li>• Improvement in PA (Persistent Absence) data</li> <li>• Reduction in number of leave of absence requests</li> <li>• Reduction in number of penalty notices issues</li> <li>• Lateness data shows reduction in number of interventions</li> <li>• Whole school attendance data shows a positive trend</li> </ul>	

Transition	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Stories of moving from School to School</li> <li>• Extra visits/induction for vulnerable students</li> <li>• Meet and greet in school with Year 3 teacher for new pupils.</li> <li>• Mid-year transitions to school include meet and greet with class teacher and Wellbeing team prior to starting.</li> <li>• Professional handover by FWSO to feeder secondary schools</li> <li>• Induction Day to new class and/or new school</li> <li>• Focus of Open / Parents evening autumn term.</li> <li>• Open mornings for prospective parents.</li> <li>• Pupil passport</li> <li>• Admission packs with all relevant information given out and support with completing forms available.</li> <li>• Parents meeting held for new intake pupils which outlines changes ahead.</li> <li>• Support for online application for parents</li> <li>• Transition programme with designated link teacher to feeder schools.</li> <li>• Text messages, letters and/or email reminders of key dates and actions needed to be taken by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy DSL for LAC /PLAC</li> <li>• SEMH team (Social Emotional and Mental Health)</li> <li>• Social stories in an engaging manner</li> <li>• Key worker link between educational phases</li> <li>• Supported visits to new school with a member of staff</li> <li>• 1:1 visits for prospective families</li> <li>• SALT (Speech and language therapists)</li> <li>• EPIC (Educational Psychology Wellbeing Service)</li> <li>• Work with key partners (Virtual School, Admissions, SENCo)</li> <li>• Health visitors / school nurse support</li> <li>• Identifying specific needs and creating a personalised action plan for transition.</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Parents successful in applying for school place</li> <li>• Support families with appeals</li> <li>• Family needs are met whilst awaiting placements</li> <li>• Positive transition feedback from parents via survey (verbal or written)</li> </ul>	



- 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"> <li>• Group or 1:1 work with Pastoral Officer and Behaviour Mentor</li> <li>• Resilience curriculum in place</li> <li>• Behaviour mentors</li> <li>• Protective Behaviour Curriculum 2019</li> <li>• Bereavement counselling / groups</li> <li>• Lunch clubs available</li> <li>• Sports coach (inclusive sports leading to achievements for a wide range of students)</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>• Drawing and Talking Therapy</li> <li>• Emotions in motions</li> <li>• Lego therapy</li> <li>• Nurture group</li> <li>• Play Therapy</li> <li>• Art Therapy</li> <li>• Counselling</li> <li>• Take note</li> <li>• Friendship groups</li> </ul> <ul style="list-style-type: none"> <li>• Staff trained in dyslexia, ADHD, Autism</li> <li>• Referral to Laura centre</li> <li>• Virtual school team</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS (Children, Adolescent Mental Health Service)</li> <li>• Priority place at a Lunch club.</li> <li>• Class LC for children who need additional support with SEMH</li> <li>• Social interaction groups</li> </ul> <p>Offer from DSAT (discovery School Academy Trust) EPIC (Educational Psychology Wellbeing Service) aside of casework 2018/19.</p> <ul style="list-style-type: none"> <li>• Social Processing</li> <li>• Attachment Awareness</li> <li>• Anxiety Awareness</li> <li>• Solihull Approach</li> <li>• Mental health</li> <li>• Emotional Regulation</li> <li>• Selective Mutism</li> <li>• Consultation groups/problem solving</li> <li>• Biofeedback</li> </ul> <p>Training/Coaching</p> <ul style="list-style-type: none"> <li>• Sunshine Circles</li> <li>• The use of sociograms</li> <li>• Massage in Schools</li> </ul> <p>Intervention</p> <ul style="list-style-type: none"> <li>• Targeted FRIENDS group work</li> <li>• Creative Play</li> <li>• Biofeedback 1:1 therapeutic work</li> <li>• Social Processing group work intervention</li> <li>• Therapeutic story writing</li> </ul> <p>Staff support</p> <ul style="list-style-type: none"> <li>• Clinic/consultation drop ins</li> <li>• Supporting TAs to work with highly complex children</li> </ul> <p>Systemic</p> <ul style="list-style-type: none"> <li>• Emotional Wellbeing Survey package</li> </ul>
Measurable outcomes across all year groups	



- Pupil learning data shows improvement
- 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"> <li>• School newsletter with safety information</li> <li>• Fire safety talks (yr 1 &amp; 5)</li> <li>• Relevant policies and procedures in place eg Data Protection</li> <li>• Advice point and Early help response through FWSO</li> <li>• Anti-bullying curriculum</li> <li>• Assemblies</li> <li>• Risk Assessments</li> <li>• DAS (Duty And advice Service)</li> <li>• TARGET – e-safety curriculum</li> <li>• Home visits</li> <li>• DSAT Lead Professional</li> <li>• Parent workshops</li> <li>• PEP/LAC meetings</li> <li>• PHSE (Personal Health Social Education)</li> <li>• School council</li> <li>• Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages</li> <li>• School nurse clinic</li> <li>• Tracking of incidents with CPOMS</li> <li>• Annual whole school safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>• Support from anti-bullying champion</li> <li>• E-safety – support with setting privacy notices and/or concerns via social media.</li> <li>• Information via Twitter</li> <li>• Information via website</li> <li>• Link Police Community Support Officer</li> <li>• NHS healthy living</li> <li>• Adult literacy classes</li> <li>• Family Learning</li> <li>• Wellbeing team meetings and training</li> <li>• Buddy/mentoring arrangements</li> <li>• Nurture group for pupils with additional support needs.</li> <li>• TARGET – work with an e-safety champion</li> <li>• Lead Professional support</li> </ul>
<b>Measurable outcomes across all year groups</b> <ul style="list-style-type: none"> <li>• Greater awareness of bullying within the community and a zero-tolerance approach to bullying incidents</li> <li>• Increase in turn-over of families accessing Social Services/FWSO</li> <li>• Welfare and neglect issues on Social Services caseload is reduced</li> <li>• All parents have signed and are adhering to the AUP (Acceptable User Policy)</li> <li>• An increasing percentage of parental engagement</li> <li>• 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)</li> </ul>	



## Supporting Families

Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Noticeboards for awareness raising</li> <li>• Fun and Families</li> <li>• Curriculum days / evenings</li> <li>• Wellbeing team (available at parents' evenings or drop ins)</li> <li>• Support for form completion incl financial support and housing</li> <li>• Home visits</li> <li>• Parents evenings</li> <li>• Signposting to external agencies and training</li> <li>• Parental Workshops (FWSO)</li> <li>• Wrap around care inclusive of breakfast, after school.</li> <li>• Assess children's requirements based upon Maslow's hierarchy of need and put together a support plan.</li> <li>• Discounts and financial support available if DSAT eligibility criteria is met</li> <li>• ParentPay</li> <li>• DSAT Lead Professional</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo</li> <li>• Bereavement counselling</li> <li>• Family link / support worker (available at parents' evenings or drop ins)</li> <li>• Support for form completion including financial support and housing</li> <li>• DSAT (discovery School Academy Trust) EPIC (Educational Psychology Wellbeing Service) - Parent Workshops by arrangement</li> <li>• SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)</li> <li>• DSAT Wellbeing team support</li> </ul>
<p>Measurable outcomes across all year groups</p>	
<ul style="list-style-type: none"> <li>• Pupil learning data shows improvement</li> <li>• Uptake of support services increases</li> <li>• Reduction in number of DNAs (Did Not Attend) to parents evening</li> <li>• An increasing percentage of parental engagement</li> </ul>	



## The Local Community

Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• DSAT Advisory Board</li> <li>• DSAT Cluster Board</li> <li>• DSAT Trust Board</li> <li>• Community Links such as Fire, PCSO and businesses</li> <li>• Supporting charities and initiatives such as Mental Health Awareness week</li> <li>• Leicester College</li> <li>• Forest Schools</li> <li>• Local Mosque</li> <li>• Local Church</li> </ul>	<ul style="list-style-type: none"> <li>• Youth group</li> <li>• Primary Stars</li> <li>• University links (square mile De Montfort University)</li> <li>• Leicester Tigers</li> <li>• (see R2R document)</li> </ul>
<b>Measurable outcomes across all year groups</b>	
<ul style="list-style-type: none"> <li>• Families have a better understanding of the wider community</li> <li>• Reduction in the percentage of Anti-Social Behaviour incidents</li> <li>• Reduction in PCSO call outs / ASBO's</li> </ul>	

## The Curriculum

Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• 1:1 / group work with Pastoral Officer and Behaviour mentor</li> <li>• Assemblies</li> <li>• Booster classes</li> <li>• Specialist Provision (nurture groups)</li> <li>• Resilience curriculum</li> <li>• PHSE (Personal Health Social Education) curriculum</li> <li>• Inter-school events</li> <li>• Subsidised school trips / visits</li> <li>• Theme weeks e.g. Anti-bullying week</li> <li>• Trips and visits e.g. warning zone, residential trips, Kingswood team building.</li> <li>• TARGET – e-safety curriculum</li> <li>• Parent curriculum workshops</li> <li>• School council</li> <li>• Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages</li> <li>• Protective Behaviour Curriculum 2019</li> <li>• Healthy Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Group or 1:1 interventions</li> <li>• Pupil premium funding to enable access to trips and visits.</li> <li>• Big yellow bus</li> <li>• Unicef</li> <li>• NSPCC</li> <li>• Police</li> <li>• Fire</li> <li>• NHS / School nurse (find out more info) R2R</li> </ul>
<b>Measurable outcomes across all year groups</b>	
<ul style="list-style-type: none"> <li>• Families have a better understanding of what their children are learning</li> <li>• % of children attending a school club</li> <li>• Pupil learning data shows improvement</li> </ul>	



## TRUST COLLABORATION

School	Lead area
Mowmacre Hill Primary School	FWSO Attendance Officer
Parkland Primary School	Pastoral Team
Woolden Hill	Sports coach – lunchtime support
Braunstone Primary School	Route to Resilience
Merrydale Junior	Fun & Families

Signed and agreed by	
Head Teacher (Designated Safeguarding Lead) <i>Date</i>	Chair of Advisory Board <i>Date</i>
SENCo <i>Date</i>	Designated Safeguarding Lead for Early Help and Wellbeing <i>Date</i>
<i>September 2018</i>  Date Completed	<i>September 2019</i>  Review Date



Educational Psychology  
& Wellbeing Services



**Discovery Schools**  
Academy Trust