



Humberstone Infant & Junior Academies

**Early Help Offer
2024-2025**

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 (legal) services as well as preventing the escalation of issues
- Is important because there is clear evidence that it results in better outcomes from 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 work or actively seeking 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 starts to arise.
- 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 (general) 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 (EHA)

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. Humberstone Infant and Junior Academies are a key partner in any multi-agency work to support families.

The following four commitments are the core elements of Humberstone Infant and Junior Academies' Early Help Offer. By implementing these commitments, the schools can ensure:

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

The school has three Designated Safeguarding Leads (DSLs) who are the point of contact for pupils, parents and staff for Early Help and Wellbeing.

The Designated Safeguarding Leads are responsible for the delivery of Early Help as part of their safeguarding role.

Overall accountability for safeguarding rests with the Designated Safeguarding Leads;

Executive Headteacher – Miss A Williams (Infant and Junior)

SENDCo/Asst Head Infants – Miss K Jethva

Services Manager – Mrs T Burton

The Designated Safeguarding Leads have responsibility for the delivery of Early Help and Wellbeing as part of their understanding regarding the appropriate response to concerns about a child. They are:

- Familiar with the schools' Early help offer
- Familiar with the Leicester, Leicestershire and 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*
- Responsible for chairing fortnightly safeguarding meeting with the DSL team.

**Liquid Logic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments, which will enable the DSL's 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.

EARLY HELP IN SCHOOLS

HUMBERSTONE INFANT AND JUNIOR ACADEMIES EARLY HELP OFFER

Attendance	
Primary Offer	Secondary Offer
<ul style="list-style-type: none"> ● 100% attendance awards ● Attendance data monitored by Attendance Officer including weekly monitoring of group 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 ● Informal meet and greets with DSP ● 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 	<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 club ● Personalised rewards linked to attendance ● Personal attendance plans written with parents/school contracts ● 1:1 support from school nurse (where there is a medical condition) ● Working with the 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%) ● Reduction in number of persistent absences ● 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	
Primary Offer	Secondary Offer
<ul style="list-style-type: none"> ● Extra visits/induction for vulnerable students ● Early Years Support Team ● Health visitors/school nurse ● Parents meeting held for new intake ● Open evening 	<ul style="list-style-type: none"> ● Connexions worker for LAC students ● Work with key partners (admissions, SENDCo) ● School nurse ● Identifying specific needs and creating a personalised action plan for transition

<ul style="list-style-type: none"> ● Personalised intervention Plan (PIP) ● External professionals involved to share reports and monitor for the first six months in the new school (Social, Emotional and Mental Health Team) ● Support online application for parents ● Transition programmed with designated link teacher ● Visits for prospective families 	
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> ● Parents successful in applying for school places Supporting families with appeals <ul style="list-style-type: none"> ● Family needs are met whilst awaiting placements ● Positive transition feedback from parents via survey (verbal or written) ● Improved number of positives attitudes towards transitions from pupils via Wellbeing Survey 	
SEMH (Social, Emotional, Mental Health)	
Primary Offer	Secondary Offer
<ul style="list-style-type: none"> ● Group or 1:1 work with behaviour ● Wellbeing curriculum in place ● Charity links (Barnardo's) ● Priority place at Calm (Lunch) club ● Intervention such as Therapy, Talk cards ● Staff trained in autism (AET1) ● Referral to Laura Centre ● Mental health First Aiders ● Buddy System 	<ul style="list-style-type: none"> ● CAMHS (Children, Adolescent Mental Health Service) ● Bereavement counselling/ groups
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> ● Pupil learning data shows improvement ● Reduction in numbers of safeguarding disclosures ● Reduction in number of high/low level behaviour incidents ● Increase in pupil's self-help skills ● Reduction in fixed term exclusions ● Assessments show that emotional needs e.g. Boxall Profile 	
Staying Safe	
Primary Offer	Secondary Offer
<ul style="list-style-type: none"> ● Bikeability ● Fire Safety talks ● Relevant policies and procedures in place e.g. Data Protection 	<ul style="list-style-type: none"> ● E-safety – support with setting privacy notices and/or concerns via social media. – Information via Twitter and website. ● NHS Healthy Living

<ul style="list-style-type: none"> ● Advice point and Early Help Response ● Antibullying champion and award ● Assemblies and Community Circles ● Care plans ● Medical risk assessments ● DAS (Duty and Advice Service) ● E-safety ● Home visits ● Link Police Community Support officer ● PEP/LAC meetings ● PHSE (Personal, Health, Social Education) ● Prevent e.g. FGM (Female Genital Mutilation)/Forced marriages ● School nurse health shop ● Tracking of incidents e.g. CPOMS ● Whole school safeguarding training 	<ul style="list-style-type: none"> ● Nurture group for pupils with additional support needs.
<p>Measurable outcomes across all year groups</p>	
<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 ● Welfare and neglect issues on Social Services Caseload is reduced ● All parents have signed and are adhering to the AUP (Acceptable User Policy) via the AUA (Acceptable User Agreement) ● Quality displays evidence pupils new learning ● An increase 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) 	
<p>Supporting Families</p>	
<p>Primary Offer</p>	<p>Secondary Offer</p>
<ul style="list-style-type: none"> ● Counselling Service ● Curriculum days/evenings ● Family trips at weekend ● Parents evenings and workshops ● SENDCo ● SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) ● Wrap around care inclusive of breakfast and after school clubs 	<ul style="list-style-type: none"> ● Signposting to external agencies and training ● Bereavement counselling
<p>Measurable outcomes across all year groups</p>	
<ul style="list-style-type: none"> ● Pupil learning data shows improvement 	

<ul style="list-style-type: none"> • Uptake of support services increases • Reduction in number of 'Did not attend' to parents evening • An increase in parental agreement 	
The Local Community	
Primary Offer	Secondary Offer
<ul style="list-style-type: none"> • Odyssey Educational Trust Board • Community Links with Fire and businesses (Tesco) • Supporting charities and initiatives such as Mental Health Awareness week • Religious groups 	<ul style="list-style-type: none"> • 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 (Police Community Support Officer) call outs 	
The Curriculum	
Primary Offer	Secondary Offer
<ul style="list-style-type: none"> • 1:1/group work • Assemblies Community Circles • Booster classes/interventions • Inter-school events • Subsidised school trips/visits • Theme weeks • PSHE (Personal, Social and Health Education) • PBL (Project Based Learning) • Calm club (lunch Club) • School Council • House captains 	<ul style="list-style-type: none"> • Alternative provision • Nurture groups • NSPCC • Pupil premium funding to enable access to trips visits • Police
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> • Families have a better understanding of what their children are learning • Increase in the number of children attending a school club • Pupil learning data shows improvement 	
Signed and agreed by	
Annemarie Williams Exec Headteacher February 2023	Kate Smith Chair of Governors February 2023
Andrea Commins SENDCo February 2023	Annemarie Williams, Andrea Commins, Tamby Burton Designated Safeguarding Lead February 2023
<i>February 2023</i> <i>Date completed</i>	<i>February 2024</i> <i>Review date</i>