



WHITESHILL PRIMARY SCHOOL

OFFER OF EARLY HELP

“Providing early help is more effective in promoting the welfare of children than reacting later. Early help 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”

Working Together to Safeguard Children, DfE, March 2015

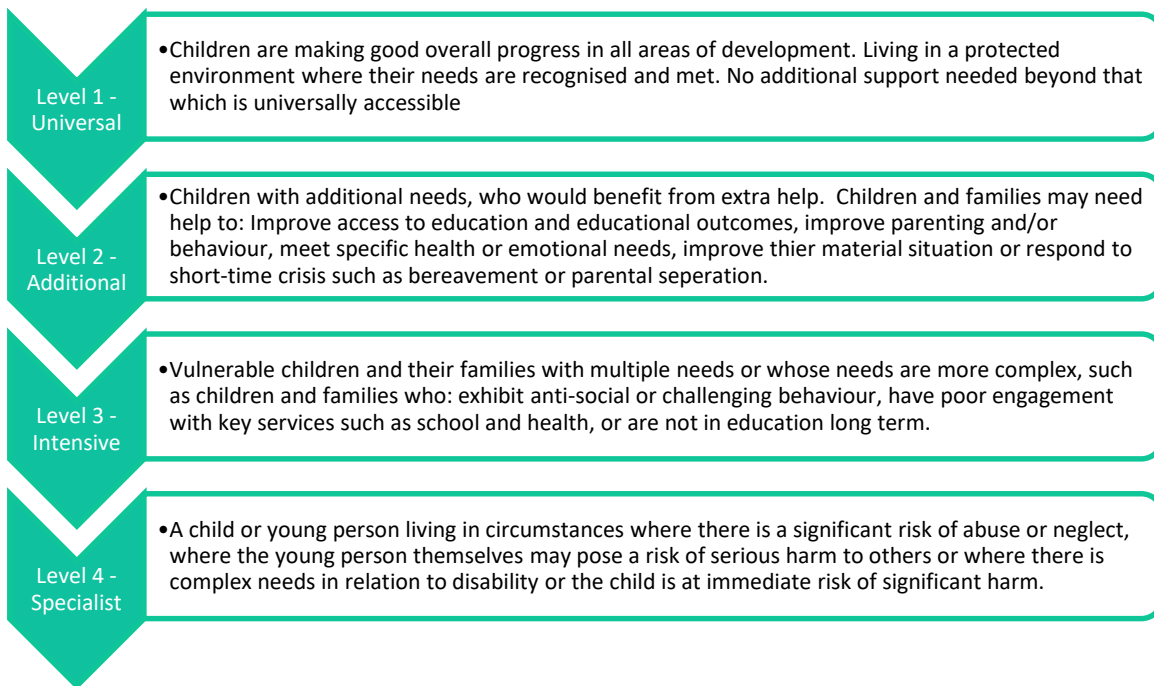
Whiteshill Primary School is committed to safeguarding children and promoting their welfare at all levels. Early Help is offered when we as a school, or yourselves as parents, identify a need to help a child or family as soon as problems start to emerge, or when there is a strong likelihood that problems will develop in the future. We ensure that children are identified as soon as possible and that we work with them, their families and any necessary outside agencies to try to ensure that the situation does not reach a crisis point. We are aware that children and their families have different levels of needs at different times and as a result of different situations. We know that all needs should be taken into account when considering the type of support that would be beneficial and identifying which professionals can help. The aim of early help is to identify which level of help is needed and how we can ensure that the children are safeguarded and that their needs are met. Our school follows guidance set out in Keeping Children Safe in Education 2019 and links to our Child Protection and Safeguarding policy, amongst others.

Early help is offered by Whiteshill Primary School in collaboration with other agencies, where one or more of the following areas are of concern:

- Disability and specific additional needs
- Young carers
- Signs of anti-social or criminal behaviour
- Attendance in school – including those who frequently go missing from home or from care
- Emotional and behavioural needs
- Parenting skills
- Delay in development and learning
- Identification and assessment of special educational needs
- Family members in prison
- Speech and language delay
- Domestic abuse
- Drug and alcohol misuse
- Faith abuse including ‘honour based’ violence
- Gangs, organised crime and Youth Violence
- Gender based violence (violence against women and girls, including FGM)
- Adult mental health
- Homelessness
- Healthy eating and nutrition
- Child and adolescent mental health
- Family support including Gloucestershire Families First Plus Team
- Private fostering

- Returning home after entering care
- Radicalisation and criminal exploitation – including county lines.
- Modern slavery and trafficking
- Sexting
- Child sexual exploitation
- Peer on peer abuse

All children are on a continuum of need and they may go up and down this continuum at different stages of their life. The flowchart below explains this continuum and is used in school to identify possible support which may be needed at different times.



Once it has been identified that a child has an additional need, beyond Level 1, the school will work with you as a family to ensure appropriate support is in place.

The following table demonstrates the types of support that may be offered and signposted to you by the school. This list is not exhaustive and is continually updated through our close working relationship with the Gloucestershire Early Help team.

Level of Need	What support do we offer?	Outcome
1 - Universal	The Whiteshill Primary School curriculum develops the characteristics that pupils need to thrive as individuals, as part of a family and in the community. The whole child is nurtured through a values led curriculum and particular development of their pastoral needs through our PSHCE curriculum.	Children make good progress in most areas of development.
2 - Additional	A co-ordinated response through my plan targets which will require a single or multi-agency response. The lead practitioner (Miss Boor or Miss Francis) will co-ordinate and review progress through team around the child/family meetings.	The life chances of the child and families are improved through additional early help support.

3 - Intensive	Targeted early help response taking a multi-agency approach (working with a range of professionals) following an early help assessment (my-assessment and my-plan+). The lead practitioner (Miss Boor or Miss Francis) will co-ordinate and review progress through team around the child/family meetings.	Vulnerable children and families likely to face impairment to their development and life chances will be supported by services to enable them to achieve. Issues will be prevented from escalating into safeguarding concerns requiring statutory intervention.
4 - Specialist	<p>The Safeguarding Lead in school will request Social Care involvement through a Multi-Agency Service Request Form. MARAC information (Multi-agency Risk Assessment Conferences), child in need plans or child protection plans are then put in place to support the child and family. The school becomes involved in membership of the core group meetings and attends child protection conferences.</p> <p>We as a school have a statutory responsibility to intervene when a level 4 need has been identified.</p> <p>These children will have complex needs across a range of domains that requires an assessment under the Children Act 1989.</p>	Children and/or family members are likely to suffer significant harm or removal from home/serious and lasting impairment without the intervention of specialist services.

At all the identified levels of need, support may be offered from a wide range of professionals from outside of school. This may include but is not limited to:

- Health visitors, school nurse service, GP
- Speech and Language Therapy
- Educational Psychologists
- Young Carers
- CYPS (Children and Young Persons Services)
- Gloucestershire Families First
- CCP (Caring for Communities and People)
- Housing support
- 2gether NHS Trust
- Children's social care and GSCE (Gloucestershire Safeguarding Children's Executive)
- Police
- GDASS (Gloucestershire Domestic Abuse Support Service)
- Advisory Teaching Service
- Multi-Agency Safeguarding Hub (MASH)
- Gloucestershire Children's Helpdesk

We are supported in our early help work by the Gloucestershire Families First Team which is made up of local professionals who support the coordination and development of early help across the county. They also provide advice, guidance and support for school and families through Community Social Workers and Early Help Co-ordinators. They will provide targeted support where necessary, including a range of family support interventions such as whole family intensive work, parenting groups or specific interventions linked to an assessment of need. We as a school have contact with this team on a regular basis and they help us to identify what appropriate support is available. To find out more about this team or the services they provide please visit: www.glosfamiliesdirectory.org.uk

What do I do if I think my child/ren needs additional support?

If you feel that your child may have needs at this time beyond Level 1 (Universal), a good starting point is to come and discuss these with the Head Teacher, Miss Francis or our SENCO, Miss Boor (see below). If we decide that an additional need is evident we will invite you to meet with us for an initial 'Team around the child/family' meeting. At this meeting, we will discuss your child or family need in order for us to create a MyPlan which, with your engagement, will ensure they get appropriate support going forwards. If we feel the need cannot be met just with support from school, we will ask for your consent at this meeting to share information with other professionals in order for us to create an effective plan.

Following this initial meeting, Miss Boor will create a MyPlan for your child/ren and this will be sent to you within two weeks. This MyPlan will then be reviewed approximately 6 weeks from the initial meeting in order to ensure that the support is having the impact we hoped. Team around the child/family meetings will then be held every subsequent 6 weeks until the need has been met. By having regular meetings, we hope that everyone will be clear about what we are trying to achieve and what support will be put in place. It also means that we can keep a regular track on how the child's need is changing and whether the support is effective. Older children will sometimes be asked to attend meetings when necessary, as well as older siblings and other adults in the home if appropriate. We will take into account the child's wishes and feelings wherever possible.

For an early help assessment to be effective, the support and engagement of parents and carers is key. Often opportunities for support will be identified outside of school time and may involve a cost to yourselves as a family or a commitment of time. We will signpost you to possible services and you can choose which is the most appropriate but if the child's need is to be met, engagement from yourselves with these services is essential, alongside our work in school.

Miss Francis – Headteacher and Safeguarding Lead



Miss Boor – SENCO and Deputy Safeguarding Lead

