

LESP



Early Help

A Guide for Schools

Amend this document to reflect your school's Early Help offer.

Support • Strengthen • Thrive

Introduction

Early Help is a strategic priority of the Leicester Education Strategic Partnership. This guide 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, compiled by a local Schools SEND Hub, details a set of Early Help Commitments which will enable local schools to ensure that:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Partners, working to support families alongside schools have clarity regarding the early help offer of schools; supporting effective multi-agency working
- They are up-to-date with and part of local and national approaches to the delivery of early help support for more vulnerable families
- They have evidence of their 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.

How this guide works

This guide has four sections:

Section	Content	Purpose	Page Number
1	What is Early Help? What Early Help means Early Help in Leicester The role of Schools	To enable schools to understand what early help means and the role of schools in the delivery of it.	3
2	Schools Commitments A set of 4 Early Help commitments , together with advice and information on implementation	To provide clarity regarding the activities Schools should undertake to ensure they are up-to-date and engaged with the early help agenda.	5
3	Early Help in Schools A list of example early help activities undertaken within schools and how the impact of these can be measured	To provide a starting point for individual schools to define and evidence the impact of their Early Help offer	7
4	Early Help Commitments Audit Tool Audit tool and Action Plan	To enable schools to understand actions required to implement the Early Help Commitments	12

1. What is Early Help?

Early Help' means providing help for children, young people and families as soon as problems 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.

LCC 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

2. School Commitments to the Early Help Offer

The following four commitments are the core elements to your school's Early Help Offer.

By signing up to and implementing these commitments your 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
- 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

1. The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.

What	Who	Advice/Ideas for Implementation	Measurable Outcomes
The Designated Safeguarding Lead (DSL) should have responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.	This could be your <ul style="list-style-type: none"> • Head • Deputy • Assistant • SENCO • Senior Leadership Team 	<p>DSLs to familiarise themselves with their schools early help offer</p> <p>DSLs to ensure they are familiar with the LLR Thresholds and Pathways Document.</p> <p>DSLs to ensure they are familiar with the referral SC Referral Process/EHA Referral Process and Early Help Hub arrangements.</p> <p>As appropriate DSLs to receive Early help Assessment (EHA) guidance or access bespoke support to improve the improve understanding of:</p> <p>The EHA aims and principles.</p> <ul style="list-style-type: none"> • The lead practitioner's role. • The team around the family meeting. 	<p>DSLs have attended the briefing and training</p> <p>DSLs can confidently articulate their School's Early Help offer</p> <p>DSLs are able to ensure the school can lead EHA's and team around the family meetings.</p> <p>DSLs understand the LLR thresholds and pathways document.</p> <p>DSLs are clear on how referrals for social care and Early Help are made and understand the function of the EH Hub in this process.</p>

2. At least one member of staff is trained in the use of LiquidLogic.

What	Who	Advice/Ideas for Implementation	Measurable Outcome
<p>The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments.</p> <p>Attending the training will enable partners to access the LLEHM on a read-only basis, which will enable them to:</p> <ul style="list-style-type: none"> • See if pupils within their school have previously received 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 	<p>This could be your:</p> <ul style="list-style-type: none"> • DSPs • Pastoral Support • Family Link/Support Worker • Behaviour Mentor 	<p>Appropriate school staff to receive 1.1 Liquid Logic Early Help Module read only training</p>	<p>Relevant staff have attended the Liquid Logic Early Help modules read only training.</p> <p>Individual login received and working.</p>

3. The school has a defined and published Early Help Offer.

Setting out your early help offer can improve how partners work with you to make sure support offered to families begins at the earliest opportunity and in the best way possible.

Step One - define your offer

Use the [list below](#) to help you define your Early Help Offer i.e. what your school does to prevent problems from escalating.

Step two – publish your offer

4. Students, Parents,/Carers and Staff know how to access Early Help support within school

Students, parents/carers and staff should have an awareness of the schools Early Help offer and know how to access Early Help support within the school.

Awareness raising routes, and key staff who are likely to be involved might include:

Group	Suggested awareness raising routes	Key staff that will need an awareness 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 	<p>Any trusted adult within the school environment 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 • Office staff • School nurse

Parents / Carers	<ul style="list-style-type: none"> • Include information in newsletters • Display information on school notice boards • Have copies of this leaflet available for parents 	Any trusted adult in school e.g. <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Nurture leader • Lunch supervisor • Teaching assistant • Educational Psychologist • Other agency support worker • Office staff • School nurse
Staff	<ul style="list-style-type: none"> • Include as standing item in staff meetings • Include in staff briefings • Share this leaflet with staff • Through safeguarding training 	<ul style="list-style-type: none"> • Designated Safeguarding Lead • Family support / link worker • SENCo • Pastoral support worker

3. Early Help in Schools

Use this list to:

- Define your schools early help offer – feel free to add your own provision – the list is not exhaustive.
- Identify data sources from which you can evidence the impact for Personal Development, Behaviour and Welfare Support services which have an impact on improving outcomes for students and their families.

Make sure the list is signed off and dated and a review date agreed

Inspiration guide for opportunities gives some support ideas and materials to inspire you and the team around the Early Help offer in your school.

Attendance			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • 100% attendance rewards • Attendance data monitored by assigned staff • Lates detentions and letters home treated as a measure of disadvantage • Letter home at 95% attendance • EWO (Educational Welfare Officers) who attend relevant meetings • Family liaison officer • First day calling • Home visits • Meet and greets with DSP • Monitoring groups in high mobility or absence requests • Organising transport or walking bus to enable 		<ul style="list-style-type: none"> • Attendance data reviewed and actioned • Education Welfare Officer • Detentions and letters home as interventions • Opportunities for meet and greets of pastoral staff • Certificates/Trophies linked to attendance • Transport freely available to access School • Personal attendance plans • School nurse if applicable 	

<ul style="list-style-type: none"> young people to attend Personal attendance plans Reward charts for good attendance and on time School nurse (where there's a medical condition) School Gateway/ Truancy calls Wrap around care breakfast and after school clubs 			
Measurable outcomes across keystages			
<ul style="list-style-type: none"> Overall and individual pupil attendance improves Improvement in PA (Persistent Absence) data 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 targets are met 			

Transition			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> Stories of moving from School to School Extra visits/induction for vulnerable students EYST (Early Years Support Team) Health visitors / school nurse Induction Day Links with PBSS Open evening Pupil passport SALT (Speech and language therapists) Support online application for parents Transition programme with designated link teacher U-Explore Visits for prospective families Work with key partners 		<ul style="list-style-type: none"> Connexions worker for LAC students Careers library Dedicated careers advisor Open evening Pupil passport SEMH team (Social Emotional and Mental Health) Social stories in an engaging manner Support with post-16 UCAS Progress applications Link between educational phases Visits for prospective families 	
Measurable outcomes across keystages			
<ul style="list-style-type: none"> Pupils obtain a place at their chosen school Support families with appeals Family needs are met whilst awaiting placements 			

SEMH			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> Charity links such as Barnados 		<ul style="list-style-type: none"> Behaviour mentor 	

<ul style="list-style-type: none"> • Bereavement counselling / groups • CAMHS (Children, Adolescent Mental Health Service) • Drawing and Talking Therapy • Educational Psychologist • Emotions in motions • Family link worker • 'Get out' cards • Laura centre • Lego therapy • Mentors and Nurture groups • Pastoral Support Programme • Play Therapy • Staff training in dyslexia, ADHD • Virtual school team 		<ul style="list-style-type: none"> • Bereavement counselling / groups • CAMHS (Children, Adolescent Mental Health Service) • Family link worker • 'Get out' cards • Lunch clubs • Sports Co-ordinator (inclusive sports leading to achievements for a wide range of students) • Anger management programmes 	
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Measurable outcomes across keystages

- Pupil learning data shows improvement
- Reduction in number of safeguarding disclosures
- Reduction in number of high / low level behaviour incidents
- Increase in pupils self-help skills
- Reduction in fixed term exclusions
- Assessments show that emotional needs e.g. Boxall Profile / Goodmans SDQ etc...

Staying Safe			
Primary Offer	😊	Secondary Offer	💡
<ul style="list-style-type: none"> • 'Bikeability' • Relevant policies and procedures eg Data Protection • Advice point and Early help response • Anti-bullying champion and award • Assemblies • Care plans • DAS (Duty And advice Service) • E-safety • Home visits • Library leaders • Link Police Community Support Officer • Literacy champion • Parent workshops • PEP/LAC meetings • PHSE (Personal Health Social Education) Or PDC (Personal Development Curriculum) • Prefect system • Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages • School nurse Health Shop • Tracking of incidents e.g. CPOMS • Vice Principal post leading on PDBS • Whole school safeguarding training 		<ul style="list-style-type: none"> • Relevant policies and procedures eg Data Protection • Anti-bullying champion and award • E-safety • Newspaper club • Library leaders • Link Police Community Support Officer • NHS stop smoking • Pastoral leader meetings and training • Personalised pathways (ASDEN, Future Pathways, college courses) • PHSE (Personal Health Social Education) Or PDC (Personal Development Curriculum) • Student partners and/or Student Counsellor • Support group for Students with additional support needs 	
Measurable outcomes across keystages			

- Anti-bullying award achieved leading to a greater awareness of bullying within the community and a zero tolerance approach to bullying incidents
- Increase in turn-over of families accessing Social Services/Family Support Worker
- 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 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 3 years – all staff)

Supporting Families			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • Bereavement counselling • Community lunch • Curriculum days / evenings • Family link / support worker (available at parents evenings or drop ins) • Support for form completion inc financial support and housing • Home visits • Parents evenings • Pastoral support • SENCo • SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • Signposting to external agencies and training • Workshops • Wrap around care 		<ul style="list-style-type: none"> • Noticeboards for awareness raising • SENCo • Bereavement counselling • Community lunch • Curriculum days / evenings • Family link / support worker (available at parents evenings or drop ins) • Support for form completion inc financial support and housing 	
Measurable outcomes across keystages			
<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 appointment • An increasing percentage of parental engagement 			

The local community			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> • Community events – fairs, choirs, lantern parade • Complementary Schools • Donations from community for PTA (Parent Teacher Association) • Governors • Community Links such as Fire, PCSO and businesses • Religious groups • Supporting charities 		<ul style="list-style-type: none"> • Community events – fairs, choirs, lantern parade • Governors • Community Links such as Fire, PCSO and businesses • Religious groups • Supporting charities • Youth group 	

Measurable outcomes across keystages			
<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 			

The Curriculum			
Primary Offer		Secondary Offer	
<ul style="list-style-type: none"> 1:1 / group work Assemblies Booster classes Citizenship delivery Inter-school events Subsidised school trips / visits Theme weeks 		<ul style="list-style-type: none"> Alternative provision Careers education interventions PDC PHSE 	
Measurable outcomes across keystages			
<ul style="list-style-type: none"> % of children attending a school club Pupil learning data shows improvement 			

Signed and agreed by	
<p>Head Teacher</p> <p><i>Date</i></p>	<p>Chair of Governors</p> <p><i>Date</i></p>
<p>SENCo</p> <p><i>Date</i></p>	<p>Designated Safeguarding Lead</p> <p><i>Date</i></p>
<p><i>Insert Date</i></p> <p>Date Completed</p>	<p><i>Insert Date</i></p> <p>Review Date</p>

Please add/delete boxes as appropriate

4. Early Help Commitments Audit Tool

This Audit Tool has been created to help your school assess progress towards achievement of the four Early Help Commitments which can be used to evidence Ofsted requirements. The tool provides:

- An action plan with suggestions regarding the actions your school can take to meet the outcomes – please add, delete or amend actions as appropriate.
- A place to record the outcomes achieved

RAG ratings

At risk of not achieving	On track, work started	Completed

The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role

Actions Required

Outcome	Action	When	Who	RAG rating
Designated Safeguarding Lead has responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.	Identify responsible DSL(s)			
DSLs have received 'What is Early Help' briefing	Visit Early Help Training website and book a briefing from Early Help Staff.			
DSLs have received guidance relating to Early Help Assessment	Visit Early Help Training website and book a briefing from Early Help Staff.			
Outcomes Achieved		Complete?	Details	Review Date
Designated Safeguarding Lead has responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.		Yes/No	<i>Insert name of responsible DSL(s)</i>	<i>Insert date</i>
DSLs have received a 'What is Early Help' briefing		Yes/No	<i>Insert date</i>	
DSLs have received guidance relating to Early Help Assessment Training		Yes/No	<i>Insert date</i>	

At least one member of staff is trained in the use of LiquidLogic

Actions Required

Outcome	Action	By When	Who?	RAG rating
At least one member of staff is trained in the use of LiquidLogic.	Identify appropriate staff to receive training			
Appropriate staff to attend training	Visit Early Help Training website and book place on training			
Outcomes Achieved				
Name of staff member	Attended LiquidLogic Training		LiquidLogic Login received?	
<i>Insert name of trained staff</i>	<i>Insert date</i>		<i>Tick</i>	
<i>Insert name of trained staff</i>	<i>Insert date</i>		<i>Tick</i>	

The school has a defined and published Early Help Offer				
Actions Required				
Outcome	Action	By When	Who?	RAG rating
There is a defined Early help offer for the school	Use the Early Help in Schools list to identify the Early help provision available through the school – delete the type of provision not offered and add additional elements on to the list			
	Get your schools Early help List signed off			
	Agree a review date			
The Early Help offer is published	Identify how and where to publish your schools early help offer			
	Publish your schools early help offer			
Outcomes Achieved				
		Complete?	Date	Review date
There is a defined Early help offer for the school		<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>
	Details	Complete?	Date	Review date
The Early Help offer is published	<i>e.g. website, noticeboards</i>	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>

Students, Parents,/Carers and Staff know how to access Early Help support within school				
Actions Required				
Outcome	Action	By When	Who?	RAG Rating
Children and young people, have been made aware of how they can access early help within the school	Identify key staff who Children/Young People can talk to about Early Help			
	Identify how to train/raise awareness of this responsibility with these staff			
	Deliver training/awareness raising to these staff			

	Identify appropriate methods to deliver information on Early help in school to Children and Young People			
	Deliver messages regarding Early Help to Children and Young People in school			
Parents/Carers have been made aware of how they can access early help within the school	Identify key staff who Parents/Carers can talk to about Early Help			
	Identify how to train/raise awareness of this responsibility with these staff			
	Deliver training/awareness raising to these staff			
	Identify appropriate methods to deliver information on Early help in school to Parents/Carers			
	Deliver messages regarding Early Help to Parents/Carers			
Staff have been made aware of how they can access early help within the school	Identify key staff who Staff can talk to about Early Help			
	Identify how to train/raise awareness of this responsibility with these staff			
	Deliver training/awareness raising to these staff			
	Identify appropriate methods to deliver information on Early help in school to Staff			
	Deliver messages regarding Early Help to Staff			
Outcomes Achieved				
	Complete?	Details	Review Date	
Children and young people have been made aware of how they can access early help within the school	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>	
Parents/carers have been made aware of how they can access early help within the school	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>	
Staff have been made aware of how they can access early help within the school	<i>Yes/No</i>	<i>Insert date</i>	<i>Insert date</i>	