

Chirton Primary School

Early Help Offer

‘Chirton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’

Providing Early Help to our children and families means we are more effective in promoting support as soon as we can, whether prior to a problem emerging or as an issue develops.

We endeavour to create a school ethos that promotes trust between all adults and children, ensuring they are always aware of people they can talk to, leading them to achieve the best possible outcomes and receive the support they need when they require it most.

We understand that from time to time family life can have its complications and these may be the times when you need some extra help and support. To support and advise you at such times we have an Early Help Offer.

Early help is about our children, young people and families getting the right help at the right time, before issues get worse. Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family’s situation escalates.

Early help services can be delivered to children, parents or whole families, but our overriding priority is always to improve outcomes for the child. 3 types of Early Help are available: Prevention (so that problems do not arise in the first place) Early Intervention (so problems are dealt with promptly to minimise impact) Ongoing support (so children and families are supported when most vulnerable or where needs are more complex or longer lasting)

Our Safeguarding Team work with the wider EQUA Mead team and can offer advice on a range of concerns or can signpost parents to other sources of information, help and support.

What sort of concerns might parents share with our team? A wide range of issues such as behaviour management, financial worries and debts, domestic abuse, housing concerns, mobility difficulties, bereavement and loss, cyber bullying - in fact any concerns which you are worried might be having a negative impact on your child(ren).

How might we recognise that a child may need early help? This list is not definitive but they may be displaying one or more of the following: Disruptive or anti-social behaviour Being bullied or bullying others, poor, erratic or declining attendance, a change in their academic progress or attitude to learning, poor general health, exhibiting anxiety or verbalising difficulties at home.

What might we offer in response to your concerns?

- Pastoral Lead
- Family Support worker
- Senior Mental Health Lead
- Breakfast Club
- After School Club
- Comprehensive induction program for children starting Reception class
- In house safeguarding protocols (1 DSL 1 DDSL, 1 Governor)
- Bespoke learning interventions e.g. reading, maths, phonics
- Speech and Language Therapy
- Parent Information Sessions (academic and pastoral)
- SEND Parent meetings
- Outdoor learning
- A plethora of after school extra -curricular activities
- Pupil Voice Opportunities
- Government Fruit and Vegetable Scheme
- Pre-loved Uniform/Swap Shop via the PTA
- Educational Welfare Officer support
- Curriculum provision and additional work from outside agencies support our children in learning how to keep themselves safe
- Other support such as Music Therapy, Counselling etc.

Who might the school refer to?

- The Early Help Team
- Children and Young People's Services
- County Inclusive Support Service
- Counselling Services
- School Nurse
- Speech and Language Therapist
- Educational Psychologist
- Young Carers
- Local Authority Family Services team
- Educational Welfare Officer

If we feel that a child or family would benefit from more structured early help, we would always get in touch with parents and discuss next steps. Working together with parents is the most important part of ensuring that early help is successful. If we feel that early help might be useful, parents will be invited to a meeting with one or more members of our team – which could include out Head teacher, Behaviour & Inclusion Lead, SENCO, Pastoral Team Lead or Mental Health Lead.

At that initial meeting, we may discuss starting an early support assessment (ESA). An ESA is a supportive process which involves: Gathering information from the child, family and anyone working with them; Completing the ESA form to identify the child's needs and what is working well; Working together with professionals to agree and action plan; Meeting

regularly to review the process and record any progress made; Referring to any other professionals and services to support where necessary.

The ESA process may also be used as a way to refer parents or to signpost them towards other forms of support through external agencies such as:

Time Out Parent courses

Devizes Food Bank

Five to Thrive and additional services through Spurgeons

Barnardos

Young Carers

Social Services

Professional services such as Educational Welfare Officer and Educational Psychologists

Child and adolescent health services (CAMHS)

The ESA process also enables families to be supported by a number of different professionals which can include midwifery, health visitors, school nurses, army welfare, housing etc. This means professionals can work together to support families and meet the needs of all family members within one process.