



Ashbourne Primary School Early Help Offer.

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1. Introduction

Ashbourne Primary School provide Early Help to families in our school community.

Early help services aim to both provide advice and/or intervene where there is evidence of emerging needs with the objective of preventing escalation to higher level services.

This handbook is our school offer to outline the services available under the early help umbrella and also the key processes associated with this.

Ashbourne Primary School has been allocated £7752 of Early Help funding from the government to provide an integrated Early Help Service.

2. Early Help.

Our primary aim is to identify support early, and to make sure that appropriate plans are put into place. This will require working with the school staff team and other agencies if needed. We will also use existing interventions already in place within the school setting.

Jayne Walters and Ali Blake (Child and family Wellbeing Leaders) coordinate Early Help assessments in our school.

We believe that by working together we can better support children and families. Sometime families need support from a wide range of agencies or people. For example health services, housing services, teaching assistants, church workers and local police. Jayne Walters/Ali Blake will signpost parents to the right support.

How will we know when Early Help is needed?

Parents, carers, children and staff may tell us that support is required, or practitioners may identify that there are emerging needs and services might be required, as there are concerns about a child.

Our team will assess the needs and this may identify that an early help assessment is needed and the subsequent action that needs to be taken.

3. Referrals and Vulnerable Children's Meetings.

A referral system is already established to prioritise need and to ensure the child and parent are directed to the appropriate services within school or to universal services including specialist services. School staff use our referral form to identify vulnerable children. There is a checklist to identify which service needs to be involved in school. **(see appendix 1)**

The Head teacher Paula Whysall (DSL) has case management responsibility and in consultation with the pastoral team will identify the level of need e.g. low level, emerging, complex or Child Protection concerns. Where emerging needs are identified the DSCB approved Early Help assessment tool will be used and will be reviewed under the single plan format with reference to the safe and wellbeing grid.

Caseload Management reviews are held every month and Vulnerable Children Meetings are every two months, the teachers are asked to share information before these meetings to ensure good communication. Our pastoral team: Jayne Walters/Ali Blake (Child and family Wellbeing Leaders), Heather Davis (SENCO) and Rachel Dixon (Pupil Premium Manager) ensure that the right support and assessments take place. A pastoral provision map details interventions for all pupils requiring Early Help in school.

Meetings involve:

- Discussing and reviewing cases that have been referred in school
- Allocate resources to the case
- Signposting to different agencies or departments within school

4. Recording and Reporting

A current recording system is in place and a log sheet is available for staff to record information. On the back of each Log Sheet is a checklist to help staff to identify who they need to inform and what action needs to be taken. It provides a helpful tracking device to ensure that there is a robust response to Safeguarding. (**See Appendix 2**)

A file will be raised for children and families where there are other agencies involved. The structure that children will be supported and reviewed through will be the Early Help Assessment format, which is currently the assessment process used by the Local Authority. If a child moves school, a tracker is placed on the front of the file to ensure a child's information is read and acknowledged.

We are unable to use the DCC Framework i system which would enable us to enter case notes and documents. Access to the system would also flag up concerns. As this is unavailable to us, we will contact the local Social Care Office when needed.

An important role for the Child and Family Wellbeing Leader is to step up the Early Help Assessment to Starting Point, where there has been no improvement to the welfare of the child, and there are escalating concerns around the safety and wellbeing of a child. Where there are immediate Safeguarding concerns it will be taken to Starting Point, the county's single point access for safeguarding referrals, following consultation with the Designated Safeguarding Leads in School.

5. Early Help Interventions.

Ashbourne Primary School have two Child and Family Wellbeing Leaders: Jayne Walters/Ali Blake to coordinate our Early Help Support for Children and Families. This service will be available during term time and extend into the school holidays.

The Child and Family Wellbeing Leader will also be available during half term holidays. The times will be posted to parents in advance.

During term time Jayne/Ali will work with children on an individual basis, or within a group setting .They will be offering lunchtime drop ins and clubs where children can access support in a relaxed and informal way.

They will be available to represent the school at Case Conference or Child in Need Reviews, and will provide reports when required.

To provide parents with flexibility, early morning appointments can be made, and home visits can take place during the day or up to 6pm by pre appointment.

They are also available to offer telephone support to parents, and can be contacted via email.

Joint working arrangements with partner agencies are already in place and information is shared through meetings, email and telephone communications. Quarterly meetings with cluster school representatives from the pastoral teams meet to discuss community and school issues.

Appendix 1 – referral form

Pupil and Family referral form

Name of child:

Member of staff referring:

class:

Date of referral:

Reason for referral:

Please tick which category your referral meets:

CPSO	Intervention Manager	SENCO	Class teacher
1. Safeguarding 2. safeguarding concerns 3. Early Help 4. Attendance/lateness 5. Team Around the Family 6. Looked after/adopted children 7. pupil premium 8. Nurture 9. Parental involvement Criteria for Nurture: <ul style="list-style-type: none"> • Emotional distress • Visible unhappiness • Trauma at home • All leading to not progressing in learning. 	1.pupil premium academic progress 2.identify pupils needing intervention 3.organisation of intervention programmes and 1:1 4.organisation of intervention TAs	1. initial SEN referrals – cognition and learning, communication and interaction, social, mental and emotional needs, sensory and/or physical health 2. statemented pupils 3. SEN support (old SA and SA+) 4. IEPs 5. SSSSEN	1. one off friendship issues 2. pupils not reading at home 3. class intervention 4. implementation of IEPs

Is this child pupil premium? Yes/No

Current band points:

Reading:

Writing:

Maths:

Date referral received: _____ signed _____

LOG SHEET

Please check that you have followed safeguarding procedures:

I have reported the incident to Paula Whysall or Jayne Walters/Ali Blake (Designated Safeguarding Leads)	
I have reported the incident to Sue Dell or Heather Davis (in the absence of the above)	
I have reported to the class teacher	
I have spoken to the child	
I have spoken to the parents	
I have referred to social care	