



WILLOWBROOK MEAD
PRIMARY ACADEMY

Early Help Offer

**Willowbrook Mead
Primary Academy**

Brighter Futures, Learning Together

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 for schools 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 provided at any point of need and;
- 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.

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:

- Families and communities have many strengths that support parents as the primary carers for their children and contribute to building resilience and independence in families
- 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. This can include the day-to-day support provided to pupils and their families by staff within the school. All children can visit the Hygge Room at any time of the time, Miss Halford is our Elsa (Emotional Literacy Support Assistant) she is available all day, every day to offer children additional support.

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. Without the right support early on, situations can easily get worse very quickly. 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. Mrs Cottis is our family Support worker, she is available all day, every day to bridge the gap between home and school life.

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 have been agreed as non-negotiable 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
- It is up-to-date with local approaches to the delivery of early help support for more vulnerable families
- Helps evidence your school's 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: <ul style="list-style-type: none"> • Mrs Sandy-Sharpe • Miss Moscetano • Mrs Cottis • Mrs Curtis • Mrs Lal • Mrs Bentley • Mrs Brown • Miss Thompson • Mrs Hill 	DSLs to attend the ‘what is early help’ briefing sessions to improve understanding of Early Help As appropriate DSLs to attend Early Help Assessment (EHA) Training to improve understanding of the EHA, how to make request, learn about the Lead Practitioner role and Team Around the Family meeting	DSL's have attended the briefing and training

2. At least one member of staff is trained in the use of LiquidLogic.			
What	Who	Advice/Ideas for Implementation	Measurable Outcome
The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments. Attending the training will enable partners to use the LLEHM to make requests for Early Help, to record	This person is <ul style="list-style-type: none"> • Mrs Cottis 	Appropriate school staff to attend LiquidLogic Early Help Module Training The training comprises 2 half day sessions. Attendance at both sessions is required and following completion attendees will be issued	Relevant staff have attended the 2 half day LiquidLogic Early Help modules Individual login received and working

their interventions as part of an EHA and share information with other partners involved in the same EHA.		with login details to enable them to utilise Liquid logic.	
---	--	--	--

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 Staff Notice board Outside notice boards Class Dojo Newsletter Interventions and 1:1 PSHE - Jigsaw 	Any trusted adult within the school environment <ul style="list-style-type: none"> Class teacher DSL's Behaviour mentor Elsa Lunch supervisor Teaching assistant Office staff Family Support School nurse
Parents / Carers	<ul style="list-style-type: none"> Include information in newsletters Display information on school notice boards and playground. Have copies of this leaflet available for parents (at parents evening and available in the classroom 'Keeping Children Safe' folder 	Any trusted adult in school e.g. <ul style="list-style-type: none"> Class teacher Behaviour mentor Elsa Lunch supervisor Teaching assistant Educational Psychologist/SEMH 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 Worker SENCo Elsa

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

Attendance	
Your offer	Measurable Outcomes
<ul style="list-style-type: none"> • 100% attendance rewards • Alternative provision monitoring of leave of absence requests • Attendance data monitored • Attendance officers • Breakfast club • EWO (Educational Welfare Officers) • EWO meetings (Attendance Panels, penalty notices, PACE meetings, court) • Family Support Worker • First day calling • Home visits • Letter home at 95% attendance • Meet and greets • Monitoring of leave of absence requests • Organising transport • Panel meetings • Personal attendance plans • Policy for leave of absence requests • Regular monitoring • Reward charts • Reward good attendance • School nurse (where there’s a medical condition) • After school clubs 	<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 • Whole school targets are met • Short term improvement to the data of PA (Persistent Absence) pupils

Transition	
Your offer	Measurable Outcomes
Books / photos Designated link teacher for transition to secondary Extra visits/induction for vulnerable students EYST (Early Years Support Team) Health visitors / school nurse Induction Day Link between educational phases Nursery / Home visits Pupil passport SALT (Speech and language therapists) SEMH team (Social Emotional and Mental Health) Staff meetings between educational phases Students are adequately supported upon entry Support online application Transition programme Visits for prospective families Visits to feeder schools Work with key partners, including Admissions, EIP, EWO	<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	
Your offer	Measurable Outcomes
Anger management programmes Barnardos / Carefree Behaviour Mentor CAMHS (Children, Adolescent Mental Health Service) Educational Psychologist Family Support worker Peg lines 'Time out' cards Laura centre Lego therapy Lunch clubs Meet and greet Elsa Nurture groups Positive behaviour plans School nurse SEMH team (Social Emotional and Mental Health) Staff training in dyslexia, ADHD, ACE's Team teach / positive handling training Virtual school team	<ul style="list-style-type: none"> • 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 • Vulnerability index

Staying safe	
Your offer	Measurable Outcomes
'Bikeability' Acceptable user policies Advice point Anti-bullying award Anti-bullying champion Assemblies Care plans CASP (Children Assessment Support and Prevention) Data protection procedures Drop ins ELSA Early Help response E-safety External advice Home visits Link Police Community Support Officer Monitoring of leave of absence requests MHST Pastoral leader meetings and training Family support PEP/LAC meetings PHSE (Personal Health Social Education) Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages Safer recruitment procedures Sex education through Jigsaw Theme weeks / days Tracking of incidents e.g. CPOMS Whole school safeguarding training	<ul style="list-style-type: none"> • 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 – DSL's and every year – all staff) • Monitoring of CPOMS to identify key themes. Discussions in phase and staff meetings on trends.

Supporting Families	
Your offer	Measurable Outcomes
Charity funding subsidised with food banks School uniform Referrals for bus passes Drop ins Family support worker (face to face or via mobile) Fill out forms Financial support Home visits Housing applications Noticeboards Parents evenings Family support SENCo SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) Signposting to external agencies (school nurse, community police, MHST) Signposting to training	<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 • Positive joint working with agencies • Positive working relationship with RB2L team (Removing Barriers to Learning)

The local community	
Your offer	Measurable Outcomes
Bike ability Community events – fairs and nursing homes Donations from community and local church Governors Link PCSO Link with fire services Links between schools – school to school support / collaboration	<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

Curriculum	
Your offer	Measurable Outcomes
1:1 / group work TMET behaviour support Alternative provision Assemblies Booster classes Inter-school events Literacy interventions Observing significant local community event Outside agencies PHSE - Jigsaw Subsidised school trips / visits Theme weeks	<ul style="list-style-type: none"> % of children attending a school club Pupil learning data shows improvement Monitoring of CPOMS to identify key themes

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	Completed / ongoing

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.	9 DSL have had appropriate training All Early Help referrals to be completed by Family Support Worker.	ongoing	H Sandy-Sharpe L Cottis	
DSLs have attended 'What is Early Help' briefing	Visit Early Help Training website and book place on training	Completed online (due to Covid)	H Sandy-Sharpe L Cottis	
DSLs have attended Early Help Assessment Training	Visit Early Help Training website and book place on training	ongoing	L Cottis	
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	L Cottis	<i>ongoing</i>
DSLs have attended 'What is Early Help' briefing		Yes - online	L Cottis	
DSLs have attended Early Help Assessment Training		Yes	L Cottis	

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.		2023	L Cottis	
Appropriate staff to attend training	Virtual session online	2023	L Cottis	
Outcomes Achieved				
Name of staff member	Attended Part A LiquidLogic Training	Attended Part B LiquidLogic Training	LiquidLogic Login received?	
L Cottis	5/2023	6/2023	yes	

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	Published on website	10/2024	L Cottis	
The Early Help offer is published	Website, class dojo	10/2024		
	Publish your schools early help offer	10/2024	Web site	
Outcomes Achieved				
		Complete?	Date	Review date
There is a defined Early help offer for the school		Yes	ongoing	10/2025
	Details	Complete?	Date	Review date
The Early Help offer is published	Newsletter/website/posters	yes	Updated regularly	10/2025

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		DSL/DDSL's	
	Identify how to train/raise awareness of this responsibility with these staff	ongoing	DSL/DDSL's	
	Deliver training/awareness raising to these staff	ongoing	DSL/DDSL's	
	Identify appropriate methods to deliver information on Early help in school to Children and Young People	termly	Newsletter/ website	
	Deliver messages regarding Early Help to Children and Young People in school	ongoing	Via teachers	
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	ongoing	DSL/DDSL's	
	Identify how to train/raise awareness of this responsibility with these staff	ongoing	DSL/DDSL's	
	Deliver training/awareness raising to these staff	ongoing	DSL/DDSL's	
	Identify appropriate methods to deliver information on Early help in school to Parents/Carers		Website Class Dojo	
	Deliver messages regarding Early Help to Parents/Carers	ongoing	Posters newsletter In person	
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		L.Cottis / DSL's	
	Identify how to train/raise awareness of this responsibility with these staff	ongoing	Staff meetings/ phase meetings	
	Deliver training/awareness raising to these staff	ongoing	Induction/ safeguarding training	
	Identify appropriate methods to deliver information on Early help in school to Staff	ongoing	Notice boards/ posters/ folders	
	Deliver messages regarding Early Help to Staff	Ongoing	Follow up meetings	

Outcomes Achieved

	Complete?	Details	Review Date
Children and young people have been made aware of how they can access early help within the school	Yes	ongoing	10/25
Parents/carers have been made aware of how they can access early help within the school	Yes	Ongoing	10/25

Staff have been made aware of how they can access early help within the school	Yes	ongoing	ongoing
--	-----	---------	---------

Signed and agreed by	
<p style="text-align: center;">Principal Hannah Sandy-Sharpe</p> <p style="text-align: center;">_____</p> <p>Date signed:</p>	<p style="text-align: center;">Chair of Governors Michelle Woodhouse</p> <p style="text-align: center;">_____</p> <p>Date signed:</p>
<p style="text-align: center;">Family Support Worker Lindsay Cottis</p> <p style="text-align: center;">_____</p> <p>Date signed:</p>	<p style="text-align: center;">Sarah Ridley Primary Partnership Lead</p> <p style="text-align: center;">_____</p> <p>Date signed:</p>