

## Early Help Offer

### Introduction

Early Help is a strategic priority of Fosse Mead Primary Academy, The Mead Educational Trust and the Leicester Education Strategic Partnership. This document 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, will ensure that:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Partners working to support families alongside the school have clarity regarding the early help offer of the school, supporting effective multi-agency working
- The school is up to date with and part of local and national approaches to the delivery of Early Help support for more vulnerable families
- The school has evidence of our commitment to the personal development and well-being strand of the Ofsted Framework

The ultimate goal is to ensure that the children, young people and families of Fosse Mead Primary Academy receive the right support, at the right time, reducing the need for referral to statutory services.

### What is Early Help?

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

Leicester City Council 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; 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**

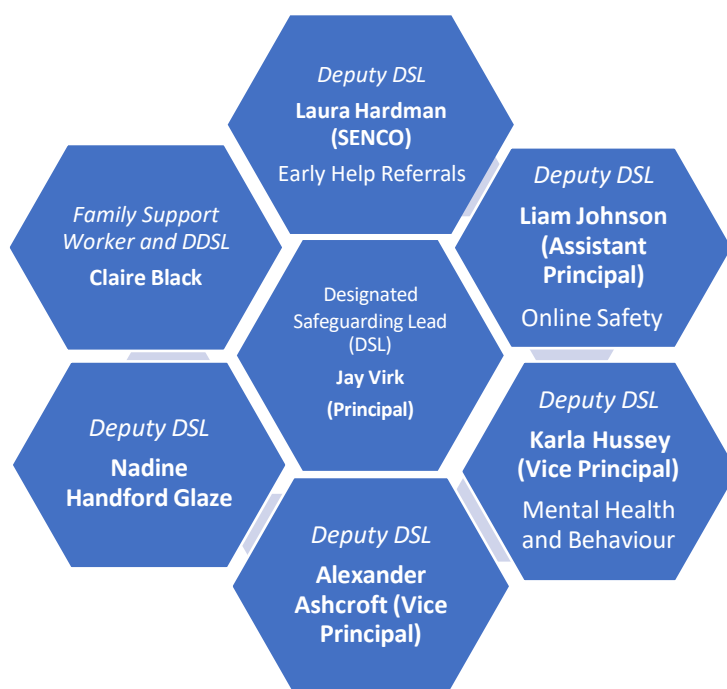
- Day to Day Support - Most families, most of the time, can get on with their lives quite happily with little or no outside help. If they need help, it is usually provided by universal services, such as schools.
- Focused Pastoral Support - All families can have times, however, when difficulties arise, 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 School Assessment- For those families who would benefit from a Team Around the Family approach involving multiple agencies. School acts as the lead professional and coordinates the work of other agencies to support the family.
- 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. Fosse Mead Primary Academy is a key partner in any multi-agency work to support families.

The following four commitments are the core elements of Fosse Mead Primary Academy's Early Help Offer. By implementing these commitments, we can ensure that:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- Deliver approaches of early help support for more vulnerable families which is up to date with local offers
- Helps evidence commitment to the personal development and wellbeing strand of the Ofsted Framework

The school has a team of Deputy Designated Safeguarding Leads who are the point of contact for pupils, parents and staff for Early Help. The team of Deputy Designated Safeguarding Leads are responsible for the delivery of Early Help as part of their safeguarding role. Should an Early Help Assessment referral be required, this is the responsibility of Laura Hardman (SENCo). Overall accountability for safeguarding however still rests with the Designated Safeguarding Lead, Jay Virk (Principal).

## Roles and Responsibilities



At Fosse Mead Primary Academy, pupils, parents/carers and staff know how to access Early Help support within school through meeting with a DSL. Additional awareness raising routes, and key staff who are likely to be involved are included below:

Group	Awareness raising routes	Key staff that are aware in order to support this group
Children and Young People	<ul style="list-style-type: none"> <li>Assemblies</li> <li>PSHE and RSE curriculum work</li> <li>Emotional health and wellbeing work</li> <li>Theme weeks</li> <li>Display information on school notice boards</li> <li>Planned workshops in school delivered by safeguarding partners, e.g., police; Standing Ovation – knife awareness</li> <li>Trips and visits, e.g., Warning Zone</li> </ul>	Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> <li>Site team</li> <li>Office staff</li> </ul>
Parents/ Carers	<ul style="list-style-type: none"> <li>Information shared via Bromcom</li> <li>School website</li> <li>Safeguarding emails</li> </ul>	Any trusted adult in school e.g. <ul style="list-style-type: none"> <li>Class teacher</li> <li>Teaching assistant</li> <li>Site team</li> <li>Office staff</li> </ul>
Staff	<ul style="list-style-type: none"> <li>Staff meetings, phase meetings and briefings</li> <li>Safeguarding annual training</li> <li>Safeguard quizzes</li> <li>Targeted CPD based on local need, e.g. online safety training</li> </ul>	<ul style="list-style-type: none"> <li>Designated Safeguarding Leads</li> </ul>

## Fosse Mead's Early Help Offer 2024/25

Attendance	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Weekly class attendance certificates and crown</li> <li>• Attendance data monitored by SLT and Family Support Worker including weekly monitoring individuals</li> <li>• Targeted letters home for children close to being classed as a persistent absentee</li> <li>• Monthly meetings with the Educational Welfare Officer</li> <li>• First day calling by 9.30am</li> <li>• Unannounced home visits where parental contact cannot be sought after second day of no contact</li> <li>• Free toast in every class</li> <li>• Meet and greet for all children on playground by SLT and Family Support Worker</li> <li>• School nurse involvement – School Health Profile</li> <li>• Term time holidays unauthorised</li> </ul>	<ul style="list-style-type: none"> <li>• Priority places for clubs</li> <li>• Opportunities for 1:1 meet and greets</li> <li>• 1:1 support from Family Support Worker and School nurse</li> <li>• Support with providing uniform</li> <li>• Referrals &amp; 1:1 support from SEMH or another outside agency</li> <li>• Individual (Behaviour) Support Plans or Positive Handling Plans.</li> <li>• Restorative Approaches &amp; plan for re-engagement - Looking Back, Moving Forward model, and Scripted post incident script/language.</li> <li>• Nurture support 1:1 or small group.</li> <li>• Additional Transition support particularly for EYFS and Y6 inc. new starters.</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• We aim for pupil attendance to be in line with 96% or above</li> <li>• Reduction in number of PA (Persistent Absence)</li> <li>• Reduction in number of leave of absence requests</li> <li>• Reduction in number of penalty notices issues</li> <li>• Lateness data is improving</li> <li>• Whole school attendance data shows a positive trend</li> </ul>	

Transition	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• In school transition arrangements for children moving to the next year include opportunities to meet their new teacher and for parents to ask any questions</li> <li>• Meet and greet in school with EYFS teacher for new pupils</li> <li>• Every year group meet new parents as a whole group in September sharing academy expectations and provision</li> <li>• Visits from EYFS staff to early years settings prior to starting in Reception</li> <li>• Mid-year transitions to school include meet and greet with class teacher and induction meeting with key adults</li> <li>• Year 6 transition visits</li> <li>• Professional handover by Year 6 teachers and family support worker to feeder secondary schools</li> <li>• Visits for prospective parents welcomed</li> <li>• Admission packs with all relevant information given out and support with completing forms available (translation available)</li> <li>• Support for online application for parents</li> <li>• Text messages, letters and/or Bromcom reminders of key dates and actions needed to be taken by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition books /social stories made for children with SEND and/or other vulnerabilities</li> <li>• Additional transition visits/meetings, where needed, including observations in the nursery setting</li> <li>• Early Years Support Team involvement</li> <li>• Children with EHCPs to have early review meetings to facilitate smooth transition</li> <li>• Supported visits to new school with a member of staff</li> <li>• Identifying specific needs and creating a personalised action plan for transition.</li> <li>• Primary and secondary SENDCo meetings regarding year 6 transition</li> <li>• Quick and efficient transfer of safeguarding records/CPOMS hand delivered and signed for by receiving setting</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Parents successful in applying for school places</li> <li>• Families are supported with appeals</li> <li>• Family needs are met whilst awaiting placements</li> <li>• School numbers on roll are consistently high</li> </ul>	

SEMH	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Bespoke curriculum and PSHCE scheme responds to local need</li> <li>• Consistent behaviour approach in place, including ISP personalised plans for 'Plan B children'</li> <li>• Positive behaviour policy based on forming good relationships</li> <li>• Communication with parents well established and positive</li> <li>• Learning behaviours approach using 6-character muscles</li> <li>• All staff have Team Teach training, which includes de-escalation</li> <li>• Sports coach (inclusive sports leading to achievements for a wide range of students)</li> <li>• CPD ongoing annual for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Signposting and referral to Children, Adolescent Mental Health Service</li> <li>• Personalised plans for children in place where needed Individual (Behaviour) Support Plans or Positive Handling Plans.</li> <li>• Restorative Approaches &amp; plan for re-engagement - Looking Back, Moving Forward model, and Scripted post incident script/language.</li> <li>• Supporting TAs to work with highly complex children</li> <li>• Referral to Laura centre</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Pupil learning data shows improvement</li> <li>• Reduction in number of safeguarding disclosures over time</li> <li>• Reduction in number of high / low level behaviour incidents</li> <li>• Reduction in fixed term exclusions</li> <li>• Reduction in Individual Support Plans required</li> </ul>	

Staying Safe	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Bromcom messages, website &amp; social media used to communicate messages and updates</li> <li>• DSLs clearly displayed around the school</li> <li>• SLT and Family Support Worker monitor gates</li> <li>• DSLs present throughout the day and end of day</li> <li>• Fire safety talks</li> <li>• Relevant policies and procedures in place</li> <li>• Anti-bullying curriculum</li> <li>• Assemblies</li> <li>• Risk Assessments, EVC (Educational Visits Coordinator)</li> <li>• Access to DAS (Duty and advice Service)</li> <li>• Online safety curriculum</li> <li>• Bespoke PHSCE curriculum adapted to Local Risk (Personal, Health, Social and Citizenship Economic Education), focused on developing children's understanding of risks</li> <li>• Tracking of incidents with CPOMS shared in Principals report termly to Academy Councillors</li> <li>• Annual whole school safeguarding training, regular briefings and half termly quizzes</li> <li>• Health and Safety walks, Trust - support and audit</li> <li>• Identified Adult Mental Health First Aider within School</li> <li>• Recruitment follows Safer Recruitment Protocols</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety – support with setting privacy notices and/or concerns via social media.</li> <li>• Personalised contact with the Police Community Support Officer and fire brigade</li> <li>• NHS healthy living – Healthy Together website</li> <li>• School nurse referrals</li> <li>• LAC meetings</li> <li>• SEND Restorative groups – bespoke to needs of pupil.</li> <li>• Personal Emergency Evacuation Plans.</li> <li>• Individual Risk Assessments based on needs.</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Reduction in reportable accidents</li> <li>• Reduction in notable behaviour incidents</li> <li>• Increase in turn-over of families accessing Social Services/Family Support</li> <li>• All pupils and parents have signed acceptable user policy</li> <li>• An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years –for all staff)</li> </ul>	

Supporting Families	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Bromcom for communication and meal payments</li> <li>• Senior leaders accessible on the playground every morning and after school</li> <li>• Curriculum events throughout the academic year</li> <li>• Support for form completion including financial support and housing</li> <li>• Translation support available</li> <li>• Home visits where needed</li> <li>• Parents meetings during the day</li> <li>• Signposting to external agencies and training</li> <li>• Support with accessing Food Bank and uniform support</li> <li>• Working in Partnership with “Leicester Children’s Holidays”</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo advice</li> <li>• Bereavement counselling</li> <li>• Special Educational Needs and Disabilities Information Advice Support Service</li> <li>• Local NHS text messaging service (9am – 5pm, Monday to Friday, response within 24 hours) providing confidential advice.</li> <li>• Signposting to charities (Hub of Hope)</li> <li>• LCC’s Early Help &amp; Prevention Offer (Childhood Services, Youth Service, C&amp;YP’s Justice Service, Family Support Services)</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Pupil learning data shows improvement</li> <li>• Uptake of support services increases</li> <li>• Attendance is in line with national targets</li> <li>• Parents’ meeting attendance is at least 98%</li> </ul>	



The Local Community	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Liaison with Community Support Police Officers</li> <li>• Visits to and liaison with local religious leaders and places of worship</li> <li>• Collaboration with The Mead Education Trust family of schools</li> <li>• Supporting charities and initiatives such as Cancer Research - Race for Life, Children in Need, Save the Children, Help the Homeless, Open Hands, The Rally</li> <li>• Class link with local care home</li> <li>• Visits planned from local inspirational community members</li> <li>• Visits to and visitors from Leicester University and DeMontfort University</li> <li>• Curriculum based on trips and visits, many of which are in the locality (e.g., Bradgate Park, Richard III centre, Y theatre, Curve Theatre, Warning Zone, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised work with community support police officers</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Families have a better understanding of the wider community</li> <li>• Reduction in the percentage of Anti-Social Behaviour incidents</li> <li>• Reduction in Police call outs / ASBOs</li> <li>• Racist incidents rare</li> <li>• Pupils show respect for and understanding of people from different backgrounds and faiths</li> </ul>	

The Curriculum	
Main Offer	Additional Offer if applicable
<ul style="list-style-type: none"> <li>• Bespoke PHSCE curriculum adapted to Local Risk (Personal Health Social and Citizenship Economic Education), focused on developing children's understanding of risks</li> <li>• Assemblies</li> <li>• Learning Behaviours approach using 6-character muscles</li> <li>• Theme weeks e.g., Anti-bullying week, Autism Awareness week</li> <li>• Focus on healthy lifestyles through Collective Worship, PSHE, PE and Inter-Trust sporting competitions and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Group or 1:1 interventions</li> <li>• School nurse</li> <li>• Signposting to external agencies and community support services</li> <li>• Bespoke curriculum opportunities, e.g., knife crime awareness for y5&amp;6</li> <li>• LCC's Early Help &amp; Prevention Offer (Childhood Services, Youth Service, C&amp;YP's Justice Service, Family Support Services)</li> </ul>
Measurable outcomes across all year groups	
<ul style="list-style-type: none"> <li>• Continue reduction in notable behaviour incidents</li> <li>• Pupils are increasing their awareness of risk management</li> <li>• Pupil learning data across the curriculum shows improvement, gaps in the attainment and achievement of vulnerable groups are narrowed.</li> </ul>	



**FOSSE MEAD**  
PRIMARY ACADEMY

## Keeping Children Safe in Education: Information for Parents & Carers

### Designated Safeguarding Lead



**Jay Virk**

### Deputy Safeguarding Leads



**Liam  
Johnson**



**Karla  
Hussey**



**Alexander  
Ashcroft**



**Nadine  
Handford-Glaze**



**Laura  
Hardman**



**Claire  
Black**

*We ensure children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, and how to avoid situations where they might be at risk including by being exploited.*