



## Early Help Offer

Our aim is to provide early help for our children and families to enable them to provide the foundations necessary to be a good learner and have successful future outcomes.

We use the Graduated Pathway and there may be signs displayed by the child, that additional support is needed. This may be a need linked to Special Educational Needs or it may be a separate social, emotional, health, economic or other need.

Some families experience issues and difficulties; sometimes they need help to identify the cause of these problems and how to move forward. We help families to recognise these issues and work directly with them, and other supportive agencies, to prevent their problems from escalating.

In school, we have a Pastoral Team who are able to offer direct support to families, whether this is working with them or signposting to other professionals who may be best suited to meet the family needs. Through working together, with a holistic approach, during the onset of these difficulties we expect to achieve the best outcomes for our children and families.

### **Our Pastoral Team includes:**

Miss Kirsti Ashman – Head Teacher and Designated Safeguarding Lead (DSL)

Mrs Mel Richards – Deputy Head Teacher, Deputy DSL and SENDCO

Mrs Sarah Loveridge – Safeguarding Lead

Miss Kaytee Parish – Family Community Worker

These staff meet regularly to share information about Child Protection matters. Information or referrals may be received by other members of staff, as a child-centred response, to explore any offer help and support that may be needed for the child and/or their family.

### **Services the Pastoral Team can offer**

We offer support to children and families who have difficulties with social, emotional and behavioural development. We do this by offering practical help such as:

- Supporting daily routines
- Coping strategies for children and families
- Keeping safe in school, at home and in the community
- Supporting self-care skills
- Bereavement support
- Improving self-esteem and confidence
- Behaviour support plans
- Family advice and signposting to other agencies
- Time to talk with children & families
- Bag of worries – to support anxious children
- Direct work of one-to-one and group sessions with children, parents and carers
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In some cases, we refer children and families to other agencies for support. We always consider the family and decisions are made by who is best to give the support that is needed.



The five outcomes that we aim for in our families are:

- To be safe
- To be healthy
- To find enjoyment and achievement in life
- To make a positive contribution to the community
- To achieve economic well-being

We offer several out of school hours services:

### **Breakfast Club** in partnership with Magic Breakfast

Our aims are:

- To improve children's timekeeping and attendance
- To encourage independence
- To develop children's social skills within a secure and friendly environment
- To improve the diet of our children, encouraging them to make the right dietary choices
- To advise children with healthy eating choices (low salt, low sugar and increased fibre)

We aim to provide this for Pupil Premium pupils, there may be a voluntary contribution of 50p per day for non-PP pupils. The charge for PP pupils will be dependent on our use of Pupil Premium funds shared in our annual Pupil Premium Strategy.

### **Extra-curricular Clubs**

Each term there are a range of clubs led by teachers and sometimes external, qualified practitioners. The clubs vary as per the seasons. Clubs in the past have included: Gardening, cookery, football, Zumba, dance, library, choir, forest school etc. Also, additional curriculum clubs take place including: phonics and Year 6 "Booster" SATs club.

### **Safeguarding**

In school we have a designated team for safeguarding - this team consists of:

- Designated Safeguarding Lead (DSL): Kirsti Ashman - Head Teacher (Child Protection Inter-Agency Level 3 and other certificates)
- Deputy DSL and Designated Person for Children in Care: Mel Richards – Deputy Head (CPIA Level 3 and other certificates)
- Deputy DSL and Assistant Head Teacher: Sarah Royle – (CPIA Level 3 and other certificates)
- Safeguarding Lead: Sarah Loveridge (CPIA Level 3 and other certificates)
- Family Community Worker: Kaytee Parish (Safeguarding and other certificates)

### **Ways in which we keep our children safe**

#### **Staff training**

- All staff are aware that they have a responsibility to keep children safe and know who they have to report to should any concerns be raised.
- All staff know precisely how to identify and report any safeguarding concerns in school.



- We have clear policies which state the correct procedures to follow to ensure our children are safe at all times (including if a child makes a disclosure).
- All staff are aware of the types of abuse and signs and symptoms of abuse.
- Staff have received training in Child Protection, Online Risks, PREVENT duty and referrals, Female genital mutilation (FGM), Child Sexual Exploitation, Neglect, Safer Recruitment, as needed.

We record details of staff to say when they were last trained in all of these areas. This ensures that we regularly update our training and maintain our high level of safeguarding for our children.

We can evidence that staff have read these current Child Protection documents:

- Keeping Children Safe in Education
- Safer Working Practice
- SEND Policy
- Child Protection and Safeguarding Policy
- As well as other policies that link to safeguarding

Children also receive E-Safety training, 'Stranger Danger' training and within our Relationships and Sex Education classes receive teaching about 'The Pants Rule' which is a way in which children know what is not acceptable regarding personal contact with others.

The broad and balanced curriculum ensures that children are taught about safeguarding, safety and making informed choices through the PSHE, Science, Computing and Sports, as well as promoting Fundamental British Values and Social, Moral, Spiritual and Cultural development.

### **School procedures for Safeguarding concerns:**

If staff have any concerns regarding a child in school these procedures take place:

- We clearly record information which goes directly to the DSL, the member of staff sharing the information records this on CPOMs. Procedures are followed in line with our Child Protection and Safeguarding policy take effect. This may well involve us calling our Gloucestershire Safeguarding Board for advice.
- A safeguarding report of our most vulnerable children is updated on a daily basis by the Safeguarding Lead. If there are any significant changes made a copy is shared with the Safeguarding Team.
- This information is then shared on a need to know basis with other professionals in school, details are highly confidential.
- We use the GSCP procedures and tools to identify pupils who may need support, such as the Neglect and Child Sexual Exploitation Tools.

### **General concerns**

- We clearly record any general issues. The teaching staff and/or Pastoral Support Team will speak to parent/carers about these concerns to prevent any reoccurrence.
- Pastoral staff directly monitor children who have previously had concerns.

Annually, we complete a Safeguarding Audit which is forwarded to the Gloucestershire Safeguarding Children's Board. In this document we have to provide evidence of our procedures and share data.



At Hester's Way Primary School we meet the needs of our children and families through a variety of ways:

### **The Voice of the Child:**

- Child questionnaires are completed as part of the GCC Online Pupil Survey. Pupils also complete "My Profiles". We collate pupil voice in small groups about different aspects of school. This ascertains if a child feels safe and happy. Children who raise a concern in any area are spoken to on a 1-1 basis with a member of teaching staff or our pastoral team.
- We promote and encourage pupils to talk to members of staff if they are worried about any issues, listening to the voice of the child to identify pupils who may need support with: Neglect, Domestic Violence, Female Genital Mutilation, Child Sexual Exploitation, Relationships, Radicalisation, Hate Crime, Suicide Prevention and other safeguarding matters.
- At Hester's Way we give children the opportunity to share their views and feelings with regular PSHE lessons to include circle time, in an anonymised way.
- There is a 'Worry Box' in every class to ensure that children can report concerns anonymously or in a private way.
- Children are taught to openly talk about their emotions through the use of sessions of social and emotional aspects of learning.
- Children nominate annually 2 spokespersons for each class to become their members of the School Council. This gives each class the opportunity to discuss issues which are important to them and share their views at regular meetings.
- We have strong links with our local PCSO who integrates with our children, sharing lunchtimes, talking to them and becoming involved in both everyday school life and out in the community.
- The Pastoral Team offer 'Time to Talk' sessions with individual children who are referred to them or if the child asks to speak to them.

### **The Voice of the Parent:**

- School regularly sends out questionnaires to get feedback about school life and particular focuses.
- Parents are encouraged to take part in the Ofsted on-line survey for their views about school.
- School Governors have links with classes and attend events such as parents evening and class assemblies so that parents/carers can share their views and ideas with them.
- Staff listen and pass on suggestions to the Senior Leadership Team, school share any ideas taken on in "You said, we did" section of the school website.
- Parents/carers are encouraged to come in to the Pastoral Room, known as the 'Pod' to share any ideas or concerns they may have, with the Pastoral Support Team.

### **The Voice of the School:**

- The school have two parent's evenings per year where we share the child's progress both academic and pastoral aspects, offering support to parents/carers who may need advice on any issues.
- There are Parent Governor vacancies on our Governing Board, these roles enable the Parent Governor to represent the voice of a parent within our meetings.
- We have a designated member of staff who works with children with Special Educational Needs (SEND) and Children in Care. In this school our **SENDCO is Mel Richards**.



## **Attendance**

In school we have a team of staff responsible for attendance. Members of the team monitor children through the daily school registration. Our Attendance Officer and office team operate an early response system. If children are not in school we call parents on the telephone, if there is no response we follow through with a text or email. If there is still no response we monitor very closely and if concerns are raised for the child we home visit, contact our local safeguarding team or the Police for a welfare check.

If children fall into the category of below 90% we write to the parent/carer and monitor the progress of attendance. If attendance does not improve we hold Attendance Improvement Meetings (AIM) to structure a plan of support for the family where we offer help and solutions to any problems that may be causing this absence. This is then reviewed in a set time period.

## **Behaviour**

In school our primary concern is that children are happy, safe and are focused for learning. To enable us to make sure that every child gets the opportunity for this to happen we use our Behaviour Policy 'Be Ready, Be Safe, Be Respectful'. This policy is on our website and is updated annually. We use this policy to ensure that all children are kept safe and are treated consistently within the boundaries we have established.

## **Code of Conduct and Safer Working Practise**

It is very important to all of us that everyone in school feels respected and that each person is treated fairly and well. Our policies are important to all of us as we hope to create a place where everyone feels happy, safe and able to do their best work. The Code of Conduct and Safer Working Practise policies set out the expectations for staff's conduct.

## **Curriculum**

We use resources from the Gloucestershire Healthy Learning and Living Team (GHLL) and Pink Safeguarding Curriculum. The PSHE curriculum overview has been designed to incorporate the important and key teaching points. Staff have attended training sessions with the GHLL team and the Facts 4 Life team to improve their knowledge and understanding of teaching, learning and assessment in these areas. Our PSHCE curriculum incorporates THRIVE to support pupil's social, emotional and mental health (SEMH).

## **Graduated Pathway**

*"Early help is about providing support to potentially vulnerable children, young people and their families as soon as problems begin to emerge or when there is a strong likelihood that problems will start in the future. It is also about providing support at any and every stage of a child's life; pre-birth, during pregnancy, childhood or adolescence.*

*Children and families are entitled to early help if and when they need it. It may also be provided through an increase in the levels of universal services, or services provided or commissioned in localities." – Glos Families Directory*



## **Special Educational Needs and Disabilities (SEND) – Graduated Pathway**

Children are identified by class teachers through indicator descriptors, assessing their Special Educational and Disabilities (SEND). The SENDCo oversees and monitors the SEND work in school. The child will have SMART targets for them to achieve against their specific needs. Please see the SEND policy for more information.

This is the process that we follow:

**My Profile** – A My profile can be completed with any child even if there are no concerns about the child's wellbeing or development. The My Profile helps a child or young person to share personal information which can help professionals working with them to understand what motivates them, their preferences, their goals and their self-image. It can also help professionals to understand what form of communication is most meaningful to the child or young person.

**My Plan** – A My Plan is used when it is clear what the presenting needs are and who or what can help. It is a holistic child or family centred plan and can be used as a single or multi-agency plan. The My Plan should draw together existing information to identify the current needs and set out the outcomes to be achieved. The My Plan allows professionals working with children and families to quickly and simply draw together an action plan to co-ordinate the appropriate help and support for the child and/or family at the earliest opportunity.

**My Assessment and My Plan +** - this should be considered where needs are unclear and the impact is unknown; where there is already a significant impact which is likely to escalate; and where it is unclear what or who may help. The My Assessment focusses on listening to the child/young person and their family in order to understand what is happening for them and what they need to help them make positive changes. My Assessment draws together information from a range of professionals into one document so that a detailed analysis can be made and an action plan can be developed. The 'Analysis of Assessment' form can be used to gather information from other Professionals in a timely manner.

**The My Plan +** is the Plan developed from the My Assessment. The '+' indicates to other professionals that an assessment has been completed to ensure there is not duplication of work and that the family do not have to tell their story repeatedly. The My Assessment and My Plan + must be completed together with the family so that they can be empowered to make changes for themselves.

**Radar Chart** - The Radar Charts should be used in conjunction with the My Plan/My Assessment to help a family think about their current situation and identify the areas where they may need support. It can help a family to see what is going well and identify and prioritise areas of need. There are 2 separate Radar Charts: one for use with children/young people; and the other for parents/carers and professionals. The Radar Charts can be used to gather information to inform a My Plan or My Assessment and when gathering information at Review. It can be used to document distance travelled and can be accompanied by the Progress Charts to track the changes that have been made by the family over time. The Radar Charts should be used at every stage of the Graduated Pathway and during the Review process.

**An Education, Health and Care Plan (EHC Plan)** – an EHC Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided. Evidence can be provided using the Graduated Pathway and principles of Assess, Plan, Do & Review. If you have completed a My Assessment for a whole family and an individual child requires an EHC Plan you





*do not need to complete a separate assessment as long as the My Assessment and My Plan + includes all the evidence required relating to the individual child's education and learning.*

**Single Assessment** – *If a referral is made to Social Care, they may undertake an Assessment of Need to help them make a decision about what happens next. This looks at the developmental needs of a child/young person, the family's strengths in managing the difficulties they may be experiencing, and any support they may already have in place.*

*Taken from Glos Families Directory - <http://www.glosfamiliesdirectory.org.uk/>*

Early Help Partnerships link services that the child may need. Our SENDCo and Pastoral Support Team work closely together to ensure that the child and family have access to the resources and services that they need. Some examples of other external agencies that the school may contact for support include:

- Speech and Language specialist
- Gloucestershire Mentoring Service (GMAS)
- Behaviour specialists
- Play therapists
- Advisory Teaching Service
- Early Help/Families First Plus
- Housing
- PCSO
- Mash Team and Social Care
- MARAC and MAPPA

The school will also work with other professionals such as doctors, consultants, educational psychologists, health visitors, the school nurse etc. This is not an exhaustive list.

*Team Around the Child (TAC) and Team Around the Families (TAF) meetings are used to bring together the children, family and professionals working on a plan to look at the needs, think about who is best placed to carry out the actions identified and to review the progress at regular intervals. Each TAC/TAF will have a Chair who helps everyone to work together during the meeting and ensure the views of the child, young person and family are central to the discussion and decisions made, agree on the outcomes to be achieved and invite ideas from the team on how best to deliver them. At the first TAC/TAF a Lead Practitioner will be identified, if not already in place. Everyone involved in the TAC works together to make a positive difference to the child/young person and families outcomes.*

*My Journey is a document developed by the Young Ambassadors to help children/young people understand their plans and have them written in a way that will help them focus on the outcomes to be achieved. By working with a child/young person on their My Journey, you will be able to help them make sense of what is going on for them and find ways of working with them that will empower them to make positive changes for the future.*

*Taken from Glos Families Directory - <http://www.glosfamiliesdirectory.org.uk/>*

It is intended that one plan will encompass all of the child's needs and the lead practitioner will ensure that the child achieves their desired outcomes.

Please see members of our Pastoral Support Team or SENDCo if you need any more information.



This policy will be used in conjunction with these policies:

Acceptable User  
Allegations Management  
Anti-Bullying and Hate Policy  
Attendance  
Complaints  
Child Protection/Safeguarding Policy  
E-Safety Policy  
First Aid and Medication  
Health and Safety  
Keeping Children Safe in Education – Part 1 (most up to date version)  
Lettings/Hirers agreement  
Offsite Visits  
SEND Local Offer  
Safeguarding  
Safer Recruitment and staff HR policies  
Safer Working Practice  
Special Educational Needs and Disabilities (SEND)  
Staff Behaviour - Code of Conduct and Teaching Standards  
Whistle Blowing  
Working Together to Keep Children Safe

This policy was reviewed in January 2023.  
It will be reviewed in January 2024.