



Early Help Offer 2018

Available to all children and families

In school

All staff trained and regularly updated in safeguarding children.
Personal Social Health Education curriculum taught throughout school
Differentiated learning
Inclusive classrooms
Adjustment of seating in class, support with friendships
Children's progress and attainment assessment is continuous process
Pupil Voice meetings termly- teacher talks individually to each child about their feelings
Termly pupil progress meetings – class teachers and Headteacher discuss each child's progress and welfare
Additional planned meeting with class teachers/ head teacher/ Special Educational Needs and Disability Co-ordinator (SENDCo)
Tracking of attendance
Access to breakfast club and after school club

Working with parents

Open door policy, parents able to meet teachers
Headteacher available in playground before school daily
Parents evenings
Discussion with parents if problems with eyesight/ hearing or any other health issue are noticed

Available to those seeking help or those where early problems have been identified that impact on children's outcomes

In school

SENDCo observation/ support for class teacher
Individual support plans written and reviewed with parents and children
Behaviour support plans
Range of intervention programmes to support children
Signposting to a range of local services

Working with external support

School nurse referrals
Common Assessment Framework – an assessment tool that is completed with parents to get help from local services.
Advice sought by school from Primary Mental Health Worker and other outside agencies, e.g., County Inclusion Support Service, School Nurse, Speech & Language, Educational Psychology, Occupational Therapy
Letter from school to support parents when taking problems to doctors
Team around the child meetings (often resulting from CAF assessments) in which relevant agencies and parents meet to create a plan to support the child.
Educational welfare officer support where attendance is a problem

Available to those where problems are having a greater impact on children's outcomes

Risk assessments - to protect individual children and make adults aware of their needs - risk assessments help staff to recognise a child's triggers and to prevent stressful situations from escalating.

Referrals to external agencies to support teachers with specific special education needs - pupils may receive outreach support for particular difficulties, and teachers have access to additional training.

Engagement by the school with Multi Agency safeguarding Hub for professional advice.

Child protection referrals - social care involvement can improve the situation for the child by working closely to support families.

Contact with other agencies