



Hope Hamilton Early Help Offer

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 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.

Parents can self-refer or school can support with this by calling [0116 454 5899](tel:01164545899).

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; 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.

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 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 coordinated 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

The following four commitments are the core elements to Hope Hamilton Primary School's Early Help Offer.

By implementing these commitments Hope Hamilton Primary School aims to 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
- Delivery approaches of Early Help support for more vulnerable families are up to date with local offers
- Commitment to the personal development and well-being strand of the Ofsted Framework

The following lists show what Early Help Support is available at Hope Hamilton Primary School:

Attendance
Attendance data is monitored by office staff and Mrs Brooks as well as the Education Welfare Officer ‘Lates’ letters home Letters home at 95% attendance, followed up by warning letters EWO (Educational Welfare Officer) meets regularly with school staff Deputy Headteacher works with families around attendance concerns First day calling, safe and well visits Home visits for attendance concerns requiring investigation Monitoring groups in high mobility or absence requests Personal attendance plans e.g. for pupils who have complex medical needs School nurse referrals for medical conditions that affect attendance SENDCo/ Learning Mentor check ins for targeted pupils
Measurable outcomes across key stages:
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 shows reduction in number of interventions Whole school targets are met

Transition
Extra visits / induction for vulnerable students to their new school Family Support meetings with Health visitors / school nurse, EYST (Early Years Support Team) for vulnerable pupils in the Early Years Foundation Stage before entry to school Induction Days Pupil Passports passed between classes and from school to school SALT (Speech and Language Therapists) reports and targets transferred between schools SENDCo liaises with SENDCOs from other schools to pass on records and information about pupils on the SEN Register Support for online application for parents Transition programme with designated link teachers e.g. for pupils with special educational needs or disability Visits for prospective families Work with key partners Induction meeting with phase leaders for mid-year transfers Welcome Meeting/ induction day session for first time admissions Partnership with High Hopes Day Nursery Nursery visits First Steps Induction programme for first time admissions – 4 visit sessions to FS with parents & staff
Measurable outcomes across key stages

Parents feel comfortable and well informed about the school
Children behave well and feel settled in their new placements
School applications are carried out effectively and in a timely manner

Social, Emotional and Mental Health Needs

Staff trained in supporting children with bereavement
Referrals to Primary Social, Emotional and Mental Health Team (at New Parks House)
Referrals to CAMHS (Children, Adolescent Mental Health Service)
Referrals to Educational Psychology Service
Staff support
Laura Centre support
Theraplay
Lego Therapy
Restorative approaches
Pastoral support for individuals
Play Therapy
Staff training in self-esteem and emotional health
Emotional check ins in class
Access to Virtual School Team for Looked after Children
Counselling service for school staff
Visible Learning approach across school
Collective Worship programme and strong Christian ethos
Peace Tables
Mental Health Award Accreditation and Positive Peaceful Places

Measurable outcomes across key stages:

Pupil learning data shows improvement
Reduction in number of safeguarding logs
Reduction in number of both high and low level behaviour incidents
Increase in pupils self-help skills
Few if any fixed term exclusions
Assessments show that social, emotional, mental health needs are met

Staying Safe

Relevant policies and procedures e.g. Safeguarding, Child Protection, Special Educational Needs, Anti-Bullying, GDPR (General Data Protection Regulation) in place
Anti-bullying champion (member of PSHE Team)
Assemblies on themes around staying safe e.g. 'Stranger Danger' 'Anti-bullying' 'Internet Safety'
Care plans for vulnerable pupils and individual healthcare plans for pupils with medical needs regularly monitored and reviewed with key staff
'Bikeability' programme for road safety
EVOLVE system to ensure safety on school trips
PEEPs (Personal Evacuation Plans) and Risk assessments for vulnerable pupils
DAS (Duty and Advice Service) for safeguarding concerns
E-safety policy and procedures and filtering system
Playground Leaders/ buddies/ Peer Mediators
Link PCSO (Police Community Support Officer) visits regularly
Parent workshops
PEP (Personal Education Plan) and LAC (Looked After Children) review meetings led by designated safeguarding teacher
PSHE and RSE curriculum

Prevent issues awareness and training for concerns around radicalisation
 FGM (Female Genital Mutilation), CSE (Child Sexual exploitation), Forced marriages awareness and training
 School nurse drop-ins and referrals – visits to Hope Café
 Tracking, recording and analysis of incidents e.g. through MyConcern
 Whole school safeguarding training and support of key Governor

Measurable outcomes across key stages:

Greater awareness of bullying within the community and a zero tolerance approach to bullying incidents
 Welfare and neglect issues on Social Services caseload is reduced
 All staff have signed and are adhering to the AUP (Acceptable User Policy)
 Quality displays evidence pupils' new learning and promote developing vocabulary
 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 – DSP and annually – all staff)

Supporting Families

Induction meeting with Phase Leader
 Translation for main community languages
 Curriculum visit afternoons
 Support for form completion including financial support and housing
 Parents evenings
 Pastoral support from staff
 SENCO support for families of children with special educational needs or disability
 Access to SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
 Signposting to external agencies and training
 Good information and communication systems via ParentPay, school website and Facebook
 Open door policy

Measurable outcomes across key stages:

Pupil learning data shows improvement
 Uptake of support services increases
 An increasing percentage of parental engagement

The Local Community

Community events e.g. school fair
 Donations from community e.g. sponsored events
 Community Links such as Fire, PCSO (Police Community Support Officer), Sports and local businesses
 Hope Hamilton Church
 Supporting charities, local groups eg Fair Share, Darul Fath Trust
 Partnership with High Hopes Nursery and Hamilton After School Club

Measurable outcomes across key stages:

Families have a better understanding of the wider community
 Reduction in the percentage of Anti-Social Behaviour incidents
 Reduction in PCSO call outs

The Curriculum

Primary Offer

Access to one-to-one support, paired and group work where needed

Themed Collective Worships Coaching/ mentoring Interventions for vulnerable pupils Citizenship and PSHE delivery Inter-school events – Sports, Talent Show, Nativities, Performance Topics and themes driven by pupils' aspirations, relevance to both own culture and the local area, key questioning and development of language skills After school clubs Participation in sporting fixtures
Measurable outcomes across key stages:
Increase in percentage of children attending a school club Pupil learning data shows improvement

Leicester City Council's Early Help Offer can be found on this link:

<https://www.leicester.gov.uk/schools-and-learning/support-for-children-and-young-people/early-help/>