



Avenue Primary School's 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.
- Leicester City Council recognises 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; 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.

Avenue Primary's School Commitment

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

By implementing these commitments Avenue 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 reflect the Early Help Support that is available at Avenue Primary School:

Attendance 100% attendance rewards. Attendance data is monitored by assigned staff (Head Teacher, School Attendance Officer and Attendance Governor). Attendance Network Meetings with other schools attended by Head Teacher and/or Attendance Officer. Meeting with Attendance Governor (three per year) Reporting to Governing Body (Four times a year). Parents invited to meeting with SLT/Attendance Officer where lateness is a regular occurrence and support is offered. Letters home at 92% to invite to 'concern about attendance' meetings with Head Teacher/Attendance Officer to offer support. EWO (Educational Welfare Officer) attends threshold meetings half-termly with Attendance officer/Head Teacher. Family Support worker who works with families around attendance concerns. First day calling / online form sent to parents for completion. Home visits for attendance concerns requiring investigation. Monitoring groups in high mobility or absence requests. Parent contracts for pupils who are persistently absent alongside the support of the EWO service which will include joint meeting with parents. Personal attendance plans e.g. for pupils who are recovering from operations/significant illness/suffering from school anxiety/emotional well-being issues. Weekly Class Rewards for good attendance. School nursing service referrals for medical conditions that affect attendance. Pastoral meet and greets and check ins. Breakfast club.
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. Attendance is at least in line with national expectations.
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 and other records passed from school to school. SALT (Speech and Language Therapists) reports and targets transferred between schools. School SENCO liaises with SENCOs from other schools / pre-schools/ nursery settings to pass on records and information about pupils on the SEN Register. Support for online school applications 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 with Induction Mentor for all children arriving into year groups year 1 – 6. Induction meetings for year R children who start within the school year. Ready, Steady Go sessions and home visits for children about to start in our nursery. Family Learning sessions for the parents of children about to start school. Nursery visits and home visits for children coming into our reception. Transition meetings between Year 6 staff and Year 7 staff from prospective schools. Lunchtime support for specific children offered for Year 6 in the summer term through our pastoral team. Transition to Year 7 groups.
Measurable outcomes across key stages:
Pupils obtain a place at their chosen school. Support for families with appeals. Family needs are met whilst awaiting placements. Pupils settle quickly into school. Parents have a 'good understanding' of their child's education/ pastoral offer available.

Social, Emotional and Mental Health Needs
Qualified Mental Health First Aiders including a Mental Health Lead Practitioner. ALGEE approach to Mental Health (Approach, Assess, Assist, Listen without judging, Give help and advice, Encourage outside support, Encourage support in school). ELSA in school support available. Referrals to Primary Social, Emotional and Mental Health Team (SEMH). Support parents with GP referrals to CAMHS (Children, Adolescent Mental Health Service). Referrals to Educational Psychology Service. Family Support worker support for a variety of mental health needs. Laura Centre (external bereavement support). Play therapy support is available as required from Social Emotional and Mental Health Team. On-going staff training in relation to SEND e.g. ASD (Autism). Access to Virtual School Team for Looked after Children. Counselling service for school staff. Nurture groups for specific children. Happy Lunchtimes including zones, counter rewards and termly top table. Staff support with playground games to promote turn-taking, sharing etc. Lunchtime support for specific children offered. Forest Schools programme. KS2 Resilience programme – small group work. Wellbeing buddies – rolled out Autumn Term 2024. Drawing and talking sessions – individual and group sessions. Pastoral meet and greets and check ins.
Measurable outcomes across key stages:
Pupil learning data shows improvement. Reduction in number of safeguarding disclosures. Reduction in number of both high and low-level behaviour incidents. Increase in pupil's self-help skills. Few if any fixed term suspensions. Assessments show that social, emotional, mental health needs are met e.g. through Boxall Profile, SDQ.

Staying Safe

Relevant policies and procedures e.g. Safeguarding, Child Protection, Special Educational Needs and Disability, Anti-Bullying, GDPR (General Data Protection Regulation) in place
Schools Advisory Service (SAS) support for staff mental health and well-being.

Promotion of activities for mindfulness.

Advice point and Early Help response through Family Support Worker.

Well-being buddies linked to our ELSA team.

Assemblies on themes around staying safe e.g. 'Stranger Danger' 'Anti-bullying'.

Care plans for vulnerable pupils and individual healthcare plans for pupils with medical needs regularly monitored and reviewed by the SENCO for Inclusion.

'Bikeability' programme for road safety for Year 6.

EVOLVE system to ensure safety on school trips.

PEEPs (Personal Evacuation Plans) and Risk assessments for vulnerable pupils.

One Front Door - DAS (Duty and Advice Service) for safeguarding concerns.

Access to support for families living with domestic violence.

Access to support for families living with alcohol or drugs abuse.

Online safety policy and procedures and filtering and monitoring system.

Home visits for families of children starting nursery.

Sports Leaders.

Parent workshops.

PEP (Personal Education Plan) and LAC (Looked After Children) review meetings led by designated member of SLT who is a DSL.

PSHE curriculum (through Cambridge PSHE scheme/Personal Development Programme).

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.

Tracking, recording and analysis of incidents e.g. through CPOMS.

Annual whole school staff safeguarding training through the LA.

Additional safeguarding training through staff CPD programme.

Measurable outcomes across key stages:

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.

All staff have signed and are adhering to the AUP (Acceptable User Policy).

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.

Supporting Parents

Induction meeting with Induction Mentor.

Translation for main community languages where we can facilitate this.

School-based part time Family Support Worker.

Pastoral support from Family Support Worker

Support for form completion including financial support and housing.

Home visits for families with children starting nursery.

Parents' evenings.

Curriculum events for parents.

Half-termly newsletters for parents.

Headteacher fortnightly newsletter.

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.
Measurable outcomes across key stages:
Pupil learning data shows improvement. Uptake of support services increases. Reduction in number of DNAs (Did Not Attend) to appointments. 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. Religious groups. Supporting charities.
Measurable outcomes across key stages:
Families have a better understanding of the wider community.

The Curriculum
Access to one-to-one support, paired and group work where needed. Themed Assemblies. Academic coaching. Interventions for vulnerable pupils. Citizenship and PSHE delivery. Inter-school events with schools based in the South of Leicester area. Topics and themes derived from the National Curriculum, as well as driven by pupils' aspirations, relevance to both own culture and the local area, key questioning and development of language skills. Toy Library open for nursery children. Main book lending library including story sacks open for children Years 1-6. Enrichment activities linked to the curriculum ie. visits, workshops and extra-curricular activities.
Measurable outcomes across key stages:
Increase in percentage of children attending a school club. Pupil learning data shows improvement.

- [Leicester Safeguarding Children Board](#) Website for information on safeguarding children in Leicester.
- [SENDIASS](#) Website for advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND).
- [Health for Kids](#) Website for school age children and parents, designed by Leicestershire Partnership Trust school nurses.
- [Young Minds](#) The voice for young people's mental health and well-being.
- [Mental Health First Aid England](#) Website for Mental Health First Aiders.