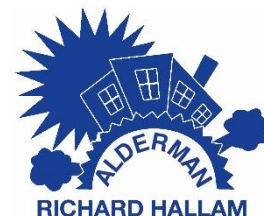




ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Early Help Offer



Early Help Offer

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

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 provided at any point of need;
- 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.

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:

- Families and communities have many strengths that support parents and carers as the primary carers for their children and contribute to building resilience and independence in families.
- 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 and carers 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. This can include the day-to-day support provided to pupils and their families by staff within the school.

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. Without the right support early on, situations can easily get worse very quickly. 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 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. Schools should be a key partner in any multi-agency work to support families.

Our Commitments to the Early Help Offer

The following commitments have been agreed as non-negotiable elements to A.R.H.'s Early Help Offer.

By implementing these commitments, we can ensure that:

- Pupils, parents and carers, and staff are clear on the Early Help support available through the school.
- Clarity for partners, supporting improved multi-agency working.
- It is up-to-date with local approaches to the delivery of Early Help support for more vulnerable families.
- Helps evidence our schools commitment to the personal development and wellbeing strand of the Ofsted Framework.

The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.

What	Who	Advice/Ideas for Implementation	Measurable Outcomes
The Designated Safeguarding Leads (DSLs) should have responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.	<ul style="list-style-type: none"> • Ann-Marie Kedzior • Carla Lawes • Emma Colley • Krupa Nanda • Wayne Holder • Samuel Gregory • Holli Elverstone • Kirsty Johnson 	<p>KN and HE have attended the 'What is Early Help' briefing sessions to improve understanding of Early Help. KN has attended 'Effective Referrals' training to support with this.</p> <p>KN has attended Early Help Assessment (EHA) Training to improve understanding of the EHA, how to make request, learn about the Lead Practitioner role and Team Around the Family meeting.</p>	Regular training undertaken to support this – Most recently completed 2023 .

At least one member of staff is trained in the use of LiquidLogic.

What	Who	Advice/Ideas for Implementation	Measurable Outcome
<p>The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments.</p> <p>Attending the training will enable partners to use the LLEHM to make requests for Early Help,</p>	<ul style="list-style-type: none"> • Wayne Holder 	WH attended LiquidLogic training in December 2023.	<p>Relevant staff have attended the relevant LiquidLogic training.</p> <p>Individual login received and working.</p>

to record their interventions as part of an EHA and share information with other partners involved in the same EHA.			
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Pupils, Parents and Carers, and Staff know how to access Early Help support within school		
Students, parents and carers, and staff should have an awareness of the school's Early Help offer and know how to access Early Help support within the school.		
Awareness of raising routes, and key staff who are likely to be involved might include:		
Group	Suggested awareness raising routes	Key staff that will need an awareness in order to support this group
Children and Young People	<ul style="list-style-type: none"> Assemblies – weekly Collective Worship assemblies Theme weeks – Beginning of school year focus on positive emotions, aspirations week during the Spring term. Display information on school notice boards and the website Safeguarding assemblies held regularly through the year 	Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> Class teacher Dining supervisor Teaching assistant Office staff School nurse DSLs
Parents / Carers	<ul style="list-style-type: none"> Include information in newsletters Display information on school notice boards Have copies of this leaflet available for parents and carers Induction meetings Thorough discussions with DSLs Early Help shared on the school website – pathways and ARH Early Help Offer 	Any trusted adult in school e.g. <ul style="list-style-type: none"> DSLs Class teacher Dining supervisor Teaching assistant Office staff School nurse
Staff	<ul style="list-style-type: none"> Referred to regularly in safeguarding staff meetings Share this leaflet with staff School's own Early Help leaflet provided to all staff and any volunteers in the school Thorough safeguarding training Shared in school Safeguarding Policy Staff meeting presentation by CL (date 23.08.21, 26.08.22, 22.09.24) and WH (25.08.23) 	<ul style="list-style-type: none"> Designated Safeguarding Lead and safeguarding team SENDCo Attendance, Admissions and Welfare Officer

Early Help in Schools

Attendance	
At A.R.H., we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • 100% attendance rewards • Alternative provision monitoring of leave of absence requests • Attendance data monitored • Attendance, Admissions and Welfare Officer • Breakfast club • EWO (Educational Welfare Officers) • EWO meetings with Attendance, Admissions and Welfare Officer (Attendance Panels, penalty notices, PACE meetings, court) • First day calling • Home visits conducted by Attendance, Admissions and Welfare Officer, supported by DSLs / SLT as necessary • Informal attendance meetings with reception families prior to them becoming compulsory school age • Late letters – late morning attendance • Letter home at 95% attendance • Meet and greets for specific children and families • Monitoring groups in high mobility • Monitoring attendance of vulnerable groups • Monitoring of leave of absence/holiday requests • Panel meetings • Policy for leave of absence requests • Regular monitoring • Reward charts • Reward good attendance – termly attendance newsletter and certificates for individuals • School nurse (where there's a medical condition) • Weekly attendance certificates for classes • Wrap around care after school clubs 	<ul style="list-style-type: none"> • 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 • Whole school targets are met • Short term improvement to the data of PA (Persistent Absence) pupils

Transition	
At A.R.H., we can offer or signpost to:	Measurable Outcomes
<p>Transition work with vulnerable and SEND pupils including books / photos, extra visits to the school</p> <p>Resilience projects – Worth-it and Routes to Resilience</p> <p>Careers fair during Aspirations week (Spring 1)</p> <p>Year 6 team oversee effective transition to secondary</p> <p>Extra visits/induction for vulnerable students overseen by SENDCO and PP Lead</p> <p>EYST (Early Years Support Team)</p> <p>School nurse</p> <p>Induction Day</p> <p>Effective transitions between year groups including parents and carers meetings held in every year group</p> <p>Links with Dots and Tots for school readiness</p> <p>'Meet the Teacher' for new starters in Nursery and Reception</p>	<ul style="list-style-type: none"> • Pupils obtain a place at their chosen school • Support families with admission procedures and appeals • Family needs are met whilst awaiting placements • Children settle well into their new classes – identified by wellbeing checks and attendance rates

<p>SALT (Speech and language therapists)</p> <p>SEMH team (Social Emotional and Mental Health)</p> <p>Staff meetings between year groups</p> <p>Support for online applications by Attendance, Admissions and Welfare Officer if needed</p> <p>Transition programme – from Nursery to Reception, Reception to KS1, KS1 to KS2 and Year 6 to Year 7</p> <p>Robust in-school transition programme between year groups with clear expectations and reverse handover during Autumn term</p> <p>Key links with local universities</p> <p>Visits for prospective families</p> <p>Work with key partners, including Admissions, EIP, EWO</p> <p>Parent and Carer Meetings at the start of each year</p>	
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SEMH	
At A.R.H., we can offer or signpost to:	Measurable Outcomes
<p>Bereavement Counselling</p> <p>CAMHS (Children and Adolescent Mental Health Service)</p> <p>Play Therapy</p> <p>Drawing and Talking</p> <p>Educational Psychologist</p> <p>Emotions in Motion</p> <p>Family support worker</p> <p>Fun time</p> <p>Mental Health Champions – Jade Afflick-Goodall and Carla Lawes</p> <p>'Time out' cards</p> <p>Calm boxes</p> <p>Mental Health First Aiders – Jade Afflick-Goodall and Charlotte Milligan</p> <p>MHST</p> <p>Laura Centre</p> <p>Lunch clubs – rainbows, friendship groups</p> <p>Meet and greet</p> <p>Mentors</p> <p>Nurture groups</p> <p>Positive behaviour plans</p> <p>School nurse</p> <p>PP SEMH interventions</p> <p>SEMH team (Social Emotional and Mental Health)</p> <p>P.E. Lead (inclusive sports leading to achievements for a wide range of students)</p> <p>Staff training in dyslexia, ADHD</p> <p>Team teach / positive handling training</p> <p>Virtual school team</p>	<ul style="list-style-type: none"> • Pupil progress and attainment data shows improvement • Reduction in number of safeguarding disclosures • Reduction in number of high / low level behaviour incidents • Increase in pupils self-help skills • Assessments show that emotional needs e.g. Boxall Profile / Goodmans SDQ etc are being met/catered for • School has achieved the Carnegie Centre of Excellence Gold Mental Health Award

Staying safe	
At A.R.H., we can offer or signpost to:	Measurable Outcomes
<p>Acceptable use policies</p> <p>Anti-Bullying Alliance 'All Together' Gold Award and LA's 'Positive</p>	<ul style="list-style-type: none"> • Anti-bullying Award achieved leading to a greater awareness

<p>and Peaceful Places' accreditation</p> <p>Anti-Bullying Champions</p> <p>Anti-Bullying contact through school website</p> <p>Assemblies</p> <p>Behaviour and Safety Curriculum</p> <p>British Values coverage</p> <p>Child-Friendly Anti-Bullying Policy</p> <p>Child-Friendly Behaviour Policy</p> <p>Child-Friendly Safeguarding Policy</p> <p>'Clever Never Goes' lessons and assemblies</p> <p>CASP (Children's Assessment Support and Prevention Services)</p> <p>Data protection procedures</p> <p>Drop-ins</p> <p>DSLs CPD including FGM, FII, Forced Marriages</p> <p>Early Help response</p> <p>External advice</p> <p>Family support</p> <p>Home visits</p> <p>Leicester City Healthy School Network</p> <p>Link Police Community Support Officer</p> <p>Monitoring of leave or absence requests</p> <p>NSPCC 'Speak Out and Stay Safe' assemblies</p> <p>NSPCC - The Underwear Rule</p> <p>Online Safety Day</p> <p>Online Safety support – workshops, website, targeted support</p> <p>Parent and carer workshops</p> <p>PEP/CLA meetings</p> <p>PSHE (Personal, Social, Health and Education)</p> <p>Prevent Duty – risk assessed and RESPECT lessons</p> <p>RSE Curriculum</p> <p>RSE Parent and Carer Workshops</p> <p>Safeguarding Assemblies for the whole school – SLT-led</p> <p>Safer recruitment procedures</p> <p>School nurse</p> <p>Theme weeks / days – positive emotions week</p> <p>Tracking of incidents</p> <p>Whole school safeguarding training</p>	<p>of bullying within the community and a zero tolerance approach to bullying incidents</p> <ul style="list-style-type: none"> • Increase in turn-over of families accessing Social Services/Family Support Worker • Welfare and neglect issues on Social Services caseload is reduced • Quality displays evidence pupils new learning • 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
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Supporting Families	
At A.R.H., we can offer or signpost to:	Measurable Outcomes
<p>Bereavement counselling</p> <p>Family link / support worker (available in evenings at parents' and carers' evenings)</p> <p>Financial support</p> <p>Home visits</p> <p>Mental Health area on website with supporting resources</p> <p>Noticeboards</p> <p>Open-door policy – appointments are bookable</p> <p>Parents' and Carers' evenings</p> <p>Parent and Carer Introductory Meetings annually</p>	<ul style="list-style-type: none"> • Pupil progress and attainment data shows improvement • Uptake of support services increases • Reduction in number of 'was not taken' to appointment • An increasing percentage of parental engagement

Parent and Carer workshops - Early Years/ English / Maths / Online safety for parents and carers Safeguarding area on website SEND drop-ins School Nurse drop-ins Support with filling out forms SENDCO SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) Signposting to external agencies Signposting to training Workshops Wrap around care – breakfast and after school club	
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The local community	
At A.R.H., we can offer or signpost to:	Measureable Outcomes
Community events – fayres, choirs, music performances Governors Link PCSO Link with fire services Links between schools – school-to-school support / collaboration Links with local businesses Links with local universities Links with local pre-school settings Links with local children’s centre Links to local places of worship Prevent duty – awareness of local context and needs of community Supporting charities e.g. open hands	<ul style="list-style-type: none"> Families have a better understanding of the wider community Reduction in the percentage of Anti-Social Behaviour incidents Reduction in PCSO call outs

Curriculum	
At A.R.H., we can offer or signpost to:	Measurable Outcomes
1:1 / group work After-school clubs to enrich the curriculum Alternative provision Assemblies Booster classes/intervention groups – BRWP, Trugs, Precision Teach and other interventions British Values Careers education – aspiration week including career fair Citizenship element to curriculum Cross-curricular topics reviewed on an annual basis GAT provision Ingredients for Success (character development) alongside Learning Objectives Inter-school events Links with DMU – initiative such as play dough Links with LA Leicester City PSHE and SRE Observing significant local community events Online Safety Day	<ul style="list-style-type: none"> % of children attending a school club Pupil progress and attainment data shows improvement

Outside agencies including Sparks Theatre Festival, NSPCC Pupil Views on the Curriculum Recovery Curriculum following any full or partial closure Seesaw learning to extend in-school learning opportunities Specialised Music Teaching – opportunities to learn an instrument Subsidised school trips / visits Theme weeks – Art, French, D&T, orienteering, R.E., Maths weeks, World Book Week, Poetry Week with parent and carer involvement	
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Signed and agreed by	
Head Teacher Ann-Marie Kedzior	Chair of Governors Veronica Bolsover
SENDCo Krupa Nanda	Designated Safeguarding Leads Ann-Marie Kedzior, Carla Lawes, Krupa Nanda, Emma Colley, Wayne Holder, Samuel Gregory, Holli Elverstone and Kirsty Johnson

Leicester City Council's Early Help and Prevention Offer

'Leicester City Council has a range of services for you and your families to support you. Some of these are targeted which means you or we feel that some help may be needed, not everyone can access these services but if this is the case, we will let you know' (Click on the arrows for more details)



Childhood Services

Mainly for children and young people aged 0 - 12 years old

12 x Children, Young People and Families Centres with two in each of the six cluster areas.

Centres are open

Monday – Thursday 8:30 – 5pm and 4:30pm on Fridays, click on the arrow below for details of where our centres are and contact details.

Each cluster offers:

Advice and signposting by walking into any of our 12 centres or calling 0116 4541004

Bumps to Babies antenatal courses

Health Visitor clinics

Midwifery clinics

Stay and Play groups

Borrow toys and books for free from our Toy and Book library

Events and activities in the school holidays

Family Learning

Child Development groupwork programmes

We provide funding to help the 9 Adventure Playgrounds provide opportunities for play across Leicester

Youth Services

For young people aged 11 – 19 and up to 25 if there is a disability

11 Youth Clubs/Projects running weekly in **6 locations** across the city. Sessions run between **4:30 and 8:30pm**, click on the arrow for more details of where the projects are and what they offer.

Youth Centres are a safe and comfortable environment where you can be yourself, meet new friends and have fun as well as get help, support and guidance on issues affecting you, from our experienced youth work team.

Sessions are weekly unless stated otherwise:

Street based youth work teams – Youth Workers engaging young people in activities in different locations across the city

One off event – music, arts, campaigns.....

Accredited Group Work Programmes:

- 'Managing your Own Home' – Preparing young people for independent living
- 'Which Way' – Groupwork programme reducing crime and anti-social behaviour
- 'Lads Lounge' – Boys only youth club in New Parks
- 'Girls Group' – Girls only youth club in New Parks

Young People's Council – Influencing service delivery and redesign through consultations and project work

SEND Youth Group – Youth project for young people aged 11 – 25 with and additional need or disability

Young Carers – Youth project for young people who have a caring role for a family member to have time out

We provide funding to support various projects in Leicester, for young people, click on the arrow for more details:

- The Centre - Lesbian Gay Bi and Trans
- Freedom Youth Club - Young Asylum Seekers
- Counselling

One to one targeted support and mentoring from a Youth Worker by calling 0116 4541004

Children & Young People's Justice Service

For young people aged 10 - 17 who are at risk of or involved in offending behaviour

Targeted groupwork programmes to reduce offending behaviour and raise awareness of consequences

One to one support and mentoring from a Youth Advocate as part of a targeted plan

Support from a case manager to assess needs and lead on support

Targeted support:

- to address substance misuse
- access to employment, training and education
- specialist support for young people with additional needs or a disability
- wrap around support for the family
- prevent offending

Reparation – A range of opportunities for young people to 'pay back' for the harm caused by an offence they committed within the community.

Appropriate Adult Service – Volunteers providing support for young people aged under 17 who are arrested and need to be interviewed but do not have anyone else appropriate to support them.

Resettlement from custody – Supporting young people on their release from custody to live within their communities safely and actively

Victim Support – Helping people affected by crime to have their voices heard, providing specialist support and raising awareness of the impact of crime.

Volunteering – Influencing decision making processes sitting on community panels, delivering projects, and providing mentoring support to young people

Family Support Services

For children and young people aged 0 – 19 and their families

Advice and signposting by walking into any of our 12 Children, Young People and Family centres or calling 0116 4541004

Parenting support programmes

Targeted support services for families affected by domestic abuse

Welfare Rights drop in and appointment service from some of our centres

Team around the family support known as an Early Help Assessment where more help is needed. We will work with you and other professionals to help you with any problems and issues you have.

Family Group Conferencing Service – led by family members to plan and make decisions for a child who is at risk.

Well Being Practitioners – supporting children and young people to improve their emotional well being

Specialist Therapeutic Family Support services working intensively with families where there is a risk of children and young people coming into care and stop this from happening, keeping families together. These services can only be accessed by professionals within children's social care and early help and prevention services.

we also work with lots of other professionals and can offer you advice about what other services can help you such as Housing, Schools, Police, Health Visitors and School Nurses.

To find out more about our services:



leicester.gov.uk/earlyhelp



To seek advice or make a referral for an Early Help Assessment, call our early help response team: Tel - 0116 454 1004

For contact details of our 12 Children, Young People and Family Centres, and a timetable of sessions and events, refer to: <http://families.leicester.gov.uk>



[leicesterchildrenscentres](https://www.facebook.com/leicesterchildrenscentres)



[leicestercityyouthservice](https://www.facebook.com/leicestercityyouthservice)

Cluster Area Map

