



Early Help Offer

September 2022

Respect for ourselves each other and our environment

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

The school expects the highest standards of you and expects you to fulfil the responsibilities of your job description.

We consider that as a minimum, we will be polite, calm and well-mannered to others. We will speak appropriately, with consideration, dignity and respect.

We will be helpful to all stakeholders and afford them equal kindness, thoughtfulness and support.

It is our job to support our children and make it work for them; accordingly we work with and support the community to enable this.

There is a clear duty placed on us to safeguard our children and work with their families and agencies to care for their wellbeing. KCSiE 2022

- *School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.*
- *All staff have a responsibility to provide a safe environment in which children can learn.*
- *All staff should be prepared to identify children who may benefit from early help.*
- *Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.*

Our commitment to helping children and families

At Soudley School we endeavour to ensure that all of our children are safe from harm. We will do this through careful monitoring and acting upon any signs that concern us about the wellbeing of a child.

All staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. **This means that they should consider, at all times, what is in the best interests of the child.**

We offer mentoring and support for every child as part of our daily practice and we will develop our support according to a child's needs. We do this as part of our daily work to ensure our children are safe.

What is Offer of Early Help?

Early Help means providing support as soon as a problem emerges at any point in a child's life.

Soudley School's Offer of Early Help is set out below: this support may be as simple as working with a child to solve a friendship issue to involving other agencies to support the wellbeing and happiness of a child and family.

What is Early Help Advice, Guidance and Support?



If, with parental consent, we look for further support from other agencies to support a child, we will contact the Early Help Team. This is a Gloucestershire wide advisory team and it helps school staff to understand what support can be offered to a family from professionals outside of the school.

Our core value and offer of Early Help

Universal: support for every child at Soudley School

Our Vision and Value

Respect for Ourselves, Each other and Our Environment

This is our core vision and our conversations and learning are focused on this aim. This is a partnership conversation with staff, children and stakeholders being asked to think about if their actions and words show respect. It is a tangible part of the curriculum and daily work.

Our classes

Our children work in small classes and small groups. We know every child and are emotional literate and mindful of their needs. We are able to quietly observe, to talk with them and to bring any concerns we have to our Pastoral Team to see what help we can give.

Children talk to staff; they understand and trust how issues and concerns will be managed. They know how to share worries and concerns. We provide time and opportunity for anyone who looks or feels upset to talk and be listened to.

Pastoral Team at Soudley School

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Our Pastoral Team includes staff members from each class and each area of expertise. We will work with parents, carers and the child to understand their needs and develop bespoke support for them.

Time Together

Well-being is an important pre-requisite for academic learning and so it is important that we continue to take time to give the children opportunities and space to be learners and to experience playing together.

We need to understand what the social and emotional effects of the pandemic are on our children and the different experiences they had.

Every day will have a Time Together session (stories, sharing play experiences, circle time, mindfulness, games, talking time...)

The children will be given every opportunity for outdoor learning experiences including PE, games, village walks, Forest Schools, pond dipping

JIGSAW Personal, Social and Health Education

Children have a weekly PSHE lesson; this is a structured and progressive sequence of learning. This time includes mindfulness, Circle Time and Let me Learn sessions.

Opportunities for Child Voice

Bespoke teaching and learning sessions respond to any identified need highlighted through, for example, Learning Reviews parents and child questionnaire feedback and Gloucestershire's annual Online Child Survey (GHLL team).

Opportunities are reopening for School Council and Class Council, following lockdowns.

Pathfinders

Our Pathfinders mentoring will continue. This gives every child one to one time every two weeks with a staff member to discuss their learning, achievements and successes and any wellbeing or worries they may have.

Boxall Assessment

Boxall profiling looks at each child as a whole and asks many questions about how they are in their learning and play.

The class teacher completes an assessment for each child and it then highlights to us any need a particular child may have or any needs that a group, class or school may have as a whole.

We can then plan to meet this need through our support; we will inform parents and carers of any support we will give and ask for consent if we need to involve other agencies.

This is a whole school nurturing approach to understanding the social emotional and mental health needs of the children in our care. The assessment process is dedicated to identifying those needs and then proactively planning for improved health and wellbeing and minimising barriers to learning.

Bespoke Support: where more support is needed for a child

ELSA and SENCo time

ELSA (Emotional Literacy Support Assistant)

At Soudley, we have two ELSAs who are trained to help children who need more specialised support. For example, they can help children to recognise, understand and manage emotions, raise their self-esteem, improve peer relationships, recover from significant loss or bereavement and resolve conflict effectively. Those who need this support will work with the ELSa over a period of time.

SENDCo/ SENCo (Special Educational Needs and Disability Coordinator)

Classroom staff may identify a child who needs extra support in their learning (or play). The teacher will raise a Pastoral Team Record of Concern. The team will review the concern and look at what next steps can be made to support the child through processes outlined in Gloucestershire's SEND Graduated Pathway for Special educational .

We support children through this pathway, ensuring that outcomes and interventions are implemented. We monitor and review frequently through Pathfinders, weekly meetings and reviews with parents and carers to ensure impact and progress.

Silver Counselling

The school funds a qualified and experienced child counselor, Nicola Hughes, to work with children who need support with their wellbeing. This is always done with parents or carers signed consent. The focus of the counselling is through play and talking; typically, children work with the counsellor for an hour for 6 weeks.

Specialised Support: where further support is needed for children and families.

Mental Health Trailblazers / Young Mind Matters

Working in partnership with the NHS and with parental consent, we can refer a child to a health professional for support with their mental health and wellbeing. The practitioner comes into school and works with the child.

Early Help with Gloucestershire Early Help Team

To enable support for children and families from a wider range of agencies and professional, with your consent and input, we can refer to the Early Help team. School will talk with parents about this process and will complete the necessary forms and referral. The form will only be sent once parents and carers agree to what is written.

My Plan Plus and Educational Health Care Plans Children

As part of the Graduated Pathway, we regularly meet with parents or carers and other professionals to write, monitor and review the support we give children who have extra support through MP+ and EHCP.

We ensure that these children will continue to have their entitlement to specific provision met both pastorally and academically.

We will support children and families by being vigilant and through services such as;

- Our safeguarding partners; Local Authority, clinical commissioning group and the Police
- Families First
- Youth Support Team
- Schoolsbeat Officer: Community Policing
- Early Help Locality teams
- 2gether Team
- Children and Young People Services
- Forest Pulse
- Winston's Wish

- School Nurse
- MASH team
- Child Counsellor
- GDASS
- Encompass notifications
- GSCE online resources and screening tools
- Mental Health Services
- TOUCAN (play therapy)
- Screening toolkits provided by GCSE, for example Neglect Toolkit
- Advisory Teachers Service
- Educational Psychologist Team
- Barnardos
- GHLL resources and expertise
- Gloucestershire's online child survey
- Team around the Family meetings
- TIC (Teens in Crisis)
- Informing the LA of Children Missing in Education (CME)
- Young Minds Matter/ TRailblazers

Staff Responsibilities

Any staff member who has a concern about a child's wellbeing or welfare will follow the actions set out on the flowchart in KCSI.E.

We should not assume that somebody else will take action and we should share information that might be critical in keeping a child safe.

We have the support and resources from Gloucestershire Safeguarding Children's Executive (GSCE) and will use this to guide our work [Gloucestershire Safeguarding Children Resources](#)

Information for parents and carers

Pastoral Team	You can ask for support from any member of our school staff or approach a member of our Pastoral Team Sarah Anderson or Joy Gulliver –Brown (ELSA) Mel Davis Designated Safeguarding Lead Wendy Daniels (Mental Health Lead) Cath Jones (Special Educational Needs Coordinator) Telephone: 01594 822004
School SENCO Cath Jones	Our Special educational Needs Coordinator can help with information on supporting your child's additional and special educational needs. 01594 822004
School Nurse Team	The School team can help you with a variety of issues and from time to time they run drop in sessions http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=56518&p=0
PSEA	(Independent Parental Special Education Advice). This is a national charity providing free legal based advice to families/carers who have children with special educational needs. All advice is given by trained volunteers. Phone: 0800 0184016
GloSFamilies Directory	This online directory can help families/carers to find a lot more information about the wide range services they may need. From parenting and special needs advice to health and money worries. Web: http://www.gloSFamiliesdirectory.org.uk/kb5/gloSFamilies/home.page Alternatively, you can call the Family Information Service: 0800 542 0202
SENDIASS	Gloucestershire Gloucestershire's parent/carer support group provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education. Web: http://sendiassglos.org.uk/ Phone (free from a landline): 0800 158 3603 Phone (from a mobile): 01452 389345