Early Help

LESP

Early Help Offer Imperial Avenue Infants School

Leicester City Council

Support • Strengthen • Thrive

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 (LCC) recognise 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 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

Early Help offer at Imperial Avenue Infant School

Attendance	
Primary Offer	
• 100% and 98% weekly attendance for the class celebration in assembly when achieved • Attendance data monitored by Attendance officer and head teacher • Letter home if lower than 96% attendance • Letter home if attendance is having an impact on progress and attainment • Letter home if medical evidence needs to be seen for future absence • Meeting with head teacher if child falls into persistent absence category • EWO (Educational Welfare Officers) meetings with Attendance officer when needed • Selection of calls made to parents who have left messages to check for safeguarding purposes • Home visits if no reasons given for absences and parents not contactable • Meet and greets with Head and Deputies • Monitoring groups in high mobility or absence requests • Organising transport or walking bus to enable young people to attend if needed • Personal attendance plans • Reward charts for good attendance and being on time • School nurse (where there's a medical condition)	
Transition	
Primary Offer	
• Stories of moving from School to School • Extra visits/induction for vulnerable students • EYST (Early Years Support Team) visits and support • Health visitors / school nurse • Induction Days/ Transition days – we have a day of transition before they officially start with us (in line with local schools to support families across other schools) Links with PBSS • Pupil passport • SALT (Speech and language therapists) • Remind and Support online application for parents • Visits for prospective families • Work with key partners • Links with nurseries for children coming to us • Links to Folville Junior school (teachers come and moderate yr 2 work with our staff) • Extra visits to Folville for children who would benefit	
Measurable outcomes across key stages	
• Pupils obtain a place at their chosen school • Support families with appeals • Family needs are met whilst awaiting placements	

Social Emotional Mental Health	
Primary Offer	
• Referral made to SEMH team when needed • Bereavement counselling / groups- when needed • CAMHS (Children, Adolescent Mental Health Service) • Educational Psychologist • Lego therapy	

- Funtime intervention
- Theraplay groups
- Nurture sessions
- Play Therapy
- Staff training in dyslexia, ADHD, ASD
- Virtual school team
- ELSA support

Measurable outcomes across key stages

- Pupil learning data shows improvement
- Reduction in number of safeguarding disclosures
- Reduction in number of high / low level behaviour incidents
- Increase in pupils self-help skills
- Reduction in fixed term exclusions
- Assessments show that emotional needs e.g. Boxall Profile / Goodmans SDQ etc…

Staying Safe

Primary Offer 

- Relevant policies and procedures e.g. Data Protection
- Advice point and Early help response
- Positive Peaceful places Award
- Routes to Resilience in school curriculum
- Assemblies
- Care plans
- DAS (Duty And advice Service)
- E-safety
- Home visits
- Library leaders
- Link Police Community Support Officer
- Parent workshops
- Personal Education Plan (PEP)/Looked After Children (LAC) meetings
- PHSE (Personal Health Social Economics)/ RSE curriculum/ Jigsaw curriculum for PSHE
- Prevent training
- Safeguarding Issues e.g. FGM (Female Genital Mutilation) / Forced marriages
- School nurse Health Shop
- Tracking of incidents e.g. CPOMS
- Whole school safeguarding training for staff
- Safeguarding training for pupils – NSPCC pant rule
- School nurse assemblies – worries assembly and healthy eating assembly
- ELSA support

Measurable outcomes across key stages

- Anti-bullying award achieved leading to a 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
- Welfare and neglect issues on Social Services caseload is reduced
- All parents have signed and are adhering to the AUP (Acceptable User Policy) via the AUA (Acceptable User Agreement)
- Quality displays evidence pupils new learning
- An increasing percentage of parental engagement in parent meetings and stay and play sessions
- An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years – DSP and 3 years – all staff)

Supporting Families

Primary Offer

- Curriculum days / evenings
- Support for form completion Inc. financial support and housing
- Requests for letters for 3rd parties following GDPR policy
- Parents evenings twice an academic year
- Parent half termly curriculum meetings
- Special Educational Needs and Disability Co-ordinator (SENDCo)
- SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
- Signposting to external agencies and training
- Parent Workshops and family learning courses
- Food support or referrals to foodbanks when needed
- Family learning and courses offered
- Parent champion at school
- Website with information – safeguarding, signposting for wraparound care,
- Second hand uniform shop

Measurable outcomes across key stages

- Pupil learning data shows improvement
- Uptake of support services increases
- Reduction in number of DNAs (Did Not Attend) to appointment
- An increasing percentage of parental engagement

The local community

Primary Offer

- Community events – fairs, bedtime story event, discos, family picnics, stay and play sessions
- Donations from community for PTA (Parent Teacher Association)
- Governors
- Community Links such as Fire, PCSO, local church, local old people's home and businesses
- Religious groups
- Supporting charities
- Working with local schools from the development group
- Food bank referral

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

- Well planned, broad and balanced curriculum
- Whole class teaching
- 1:1 / group work
- Assemblies
- Booster/ coaching/ catch up and intervention groups
- ELSA support
- Citizenship work and British values and Imperial Values work
- Inter-school events

• Subsidised school trips / visits • Theme weeks and days • After school clubs	
Measurable outcomes across key stages	
• % of children attending a school club • Pupil learning data shows improvement	

Signed and agreed by	
Head Teacher **Mr Fox** 	**Chair of Governors** **Miss Harrop** 
SENDCo **Mrs Woolman** *C Woolman*	**Designated Safeguarding Lead** **Mr Fox** 
Date Completed **Most recent review - Autumn 2026**	**Next Review Date** ***September 2027***