



Contact & Support



Educational Psychology

Cheltenham

(inc Tewkesbury & Cotswolds): 01452 328771/72

Forest Of Dean: 01452 328910

Gloucester: 01452 328004

Stroud: 01452 328131

Advisory Teaching Service

Cheltenham

(inc. Tewkesbury & Cotswolds): 01452 324376

Forest of Dean: 01594 823102

Gloucester: 01452 426955

Stroud: 01452 583728

SEND Casework Team 01452 427535
sengeneng@gloucestershire.gov.uk

SEND Early Help Advisors

Gloucester North, Cheltenham and Cotswold Ruth Price 07796 610496

Forest of Dean & Tewkesbury Kim Nicholls 07796 610433

Gloucester South, Stroud & Dursley Catherine Hardwick 07909937184

Useful Link: Information for Practitioners

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3>

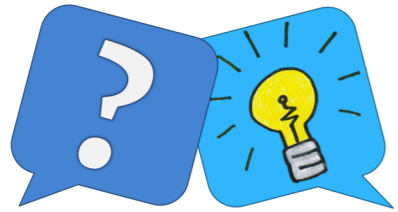
Graduated Pathway of Early Help and Support for children, young people and families

Awareness Session



*“Early Help: providing support as soon as
a problem emerges, at any point in a child
or young person’s life”.*

Working Together 2015



Legislation



Contact & Support



Any contacts you have made today?

Early Help Partnership: ...earlyhelp@
“Locality Name” gloucestershire.gov.uk

Families First Plus Team

01452 32...	Cheltenham	8160
	Forest of dean	8048
	Gloucester	8076
	Tewkesbury	8250
	Cotswolds	8101
	Stroud	8130

Children and Families Help Desk 01452 426565
childrenshelpdesk@gloucestershire.gov.uk

Notes:



What are the other changes resulting from the Children & Families Act 2014 (part 3 – SEND)?

- Age range of CYP expanded 0-25.
- Duty on Local Authorities that CYP and parents are at the centre of planning and decision making.
- Requirement of close cooperation between education, health and social care.
- 16 years and over can request an EHCP and make decisions for themselves.
- Strong focus on supporting CYP from at least age 13 into adulthood.
- No more School Action or School Action Plus.

The Local Offer

The legal requirement on Local Authorities to set out up to date Information about all provision and support that CYP with SEND and their families can reasonably expect to access in their local area.

In Gloucestershire our local offer is linked to the Family Information Service and The Key. The Local Offer must include support in preparing for adulthood. All settings need to have a link to FIS and the Local Offer on their website.

Keeping children safe in education

Statutory guidance for schools and colleges

Summary of Early Help Updates

September 2016

What school staff should know and do.

1. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
2. No single professional 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.
3. **All** school and college 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. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
4. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead professional in undertaking an early help assessment.

A) Link between social care and the community providing advice and guidance on levels of intervention and risk. Provides peer supervision, support and guidance to professionals in the community allowing families to meet their outcomes. Does not hold cases.

B) Do 1:1 pieces of work with children and families. Provide advice, support and guidance on a range of issues. Holds the Lead Practitioner role on some cases. Chair and organise multi-agency meetings.

C) Support and guidance to professionals in the community and settings. Provide Training to Lead Practitioners. Support integrated working embedding Early Help across Gloucestershire thereby enabling families to achieve their identified outcomes. Does not hold cases.

D) We work with educational settings, health and social care partners and other organisations as part of Gloucestershire's graduated SEND pathway. We use our knowledge of child development and social interaction to support practitioners with understanding how children learn and strategies to allow CYP to achieve. We are a partially traded service.

E) This team works with early year's settings, schools, and post 16 education & training providers in identifying, assessing, planning for and reviewing children / young people's special educational needs and disabilities (SEND). It delivers all of the local authority's statutory duties in relation to SEND including transforming statements of special educational needs and education, health & care (EHC) plans.

F) This team offers specialist support for children with a hearing, visual or physical disability or difficulties with communication, interaction, cognition, learning and behaviour.

G) We offer a countywide service to support and advise parents/carers, professionals, practitioners within early years settings in order to promote inclusion, raise aspirations and improve outcomes for children with Special Educational Needs and Disability (SEND).

H) This team works with children and young people with additional needs, special educational needs and disabilities. We are a team that supports Children and Young People aged 0-25 to develop greater independence. We support children, young people and their families to find and access inclusive leisure, childcare and out of school activities in mainstream settings.

I) provides assessment and support planning for disabled children, young people and their families, should there not be an appropriate Lead Professional in the community. Support is intended to provide disabled children with the same range of opportunities as non-disabled children, allowing them, with their families, to experience the 'ordinary' things in life that others take for granted.

Mix and Match

Role	Letter
Educational Psychologist	
Early Help Coordinator	
Community Social Worker	
SEND Early Help Advisors	
Advisory Teacher	
DCYPS Lead Professionals	
SEND Case Coordinators	
Family Support Worker	
Enablement Coordinator	



Assessing need and providing Early Help:

Providing Early Help is more effective in promoting the welfare of children than reacting later. 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. Early Help can also prevent further problems from arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Identifying children and families who would benefit from Early Help:

Local agencies should have in place effective ways to identify emerging problems and potential unmet needs for individual children and families. This requires all professionals, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.

Training:

Training should cover how to identify and respond early to the needs of all vulnerable children. Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with all the help that they need. Practitioners need to continue to develop their knowledge and skills in this area.

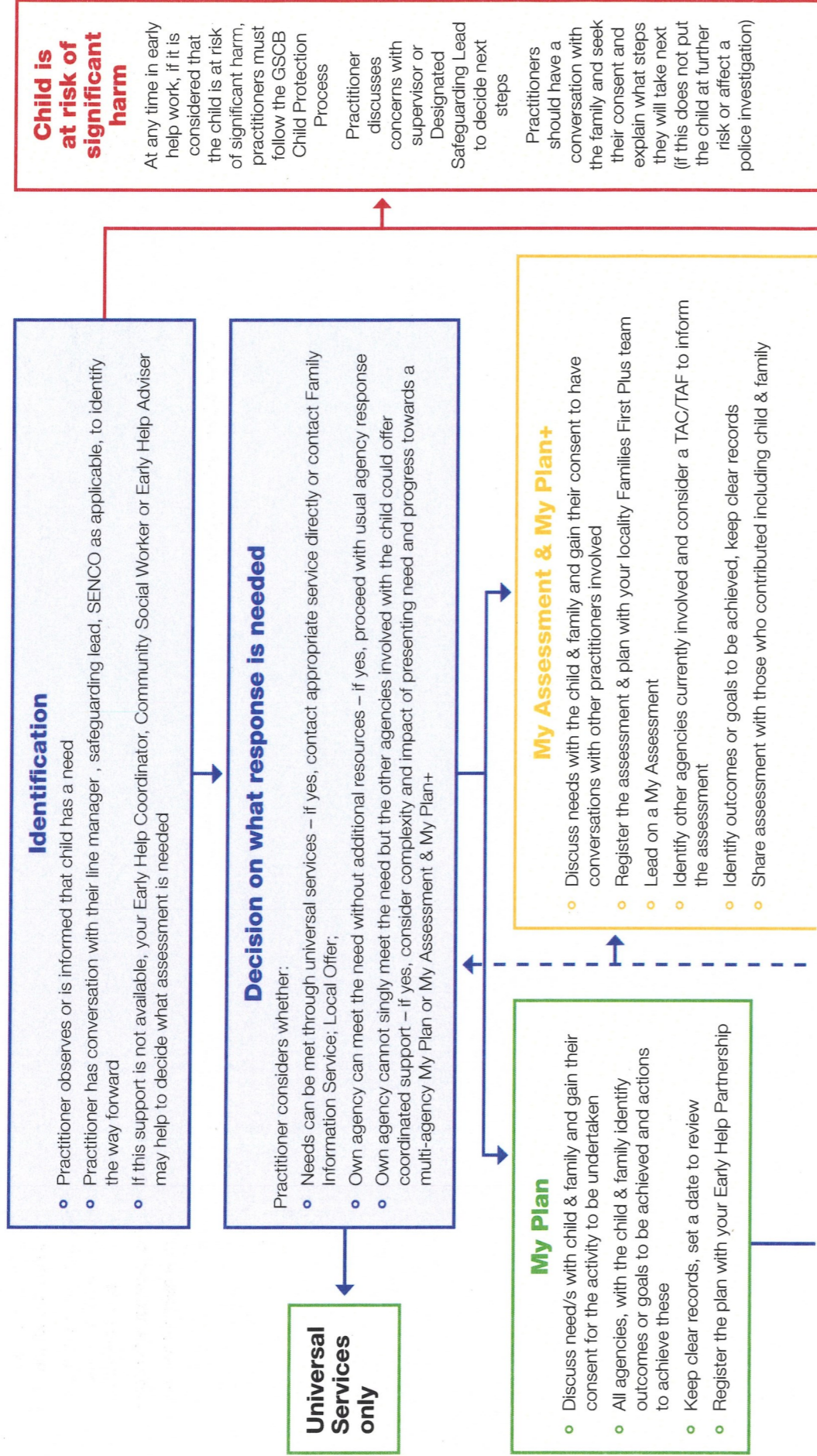
Graduated Pathway Flowchart – Early Help and Support for Children, Young People and Families

What to do and How

Graduated Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must contact the Children & Families Help Desk.

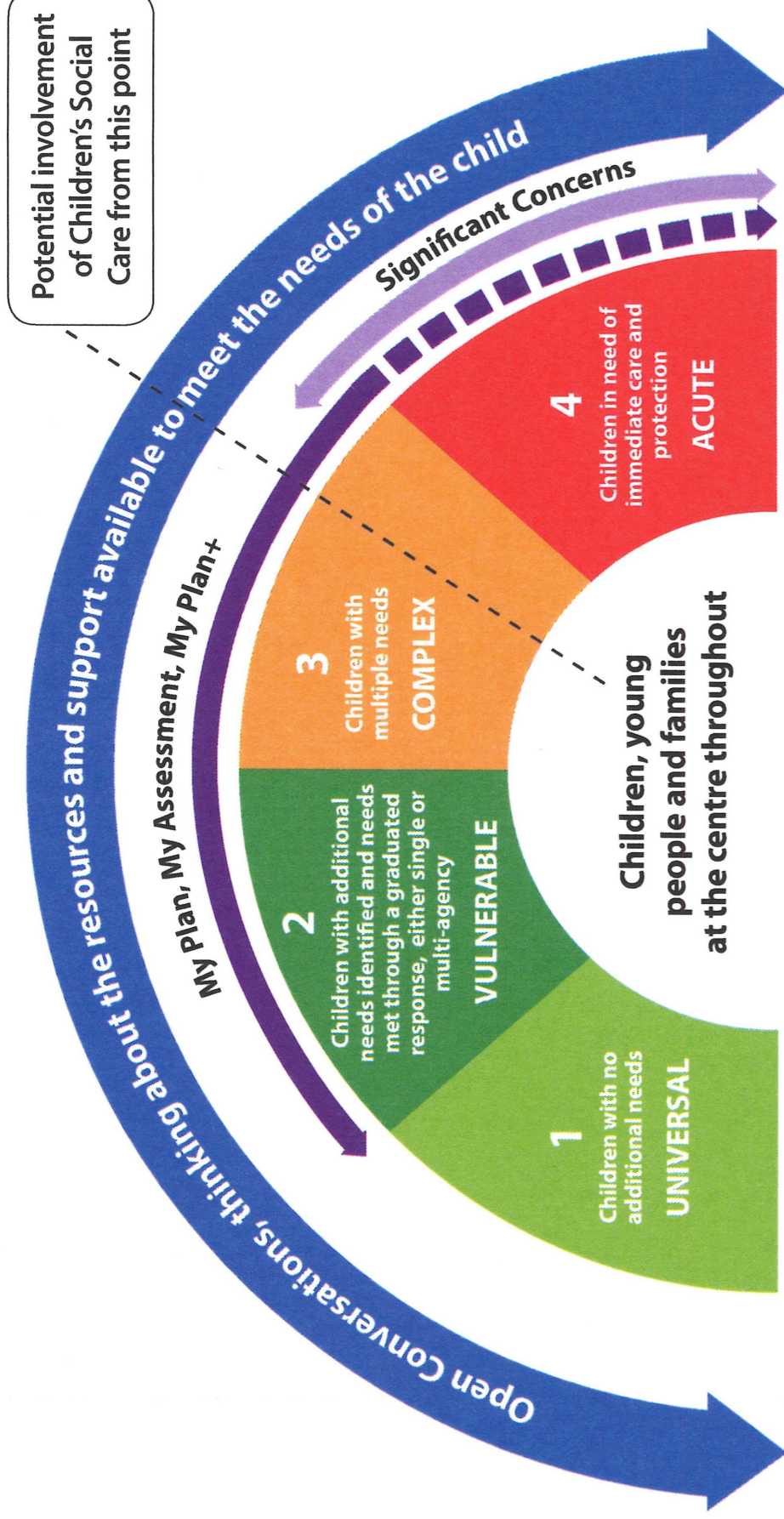
Throughout any work with children, young people and their families, where practitioners have concerns or differences in opinion about the decisions or practice of others that they cannot resolve on their own, they can refer to the Gloucestershire Safeguarding Children Board Escalation Policy.



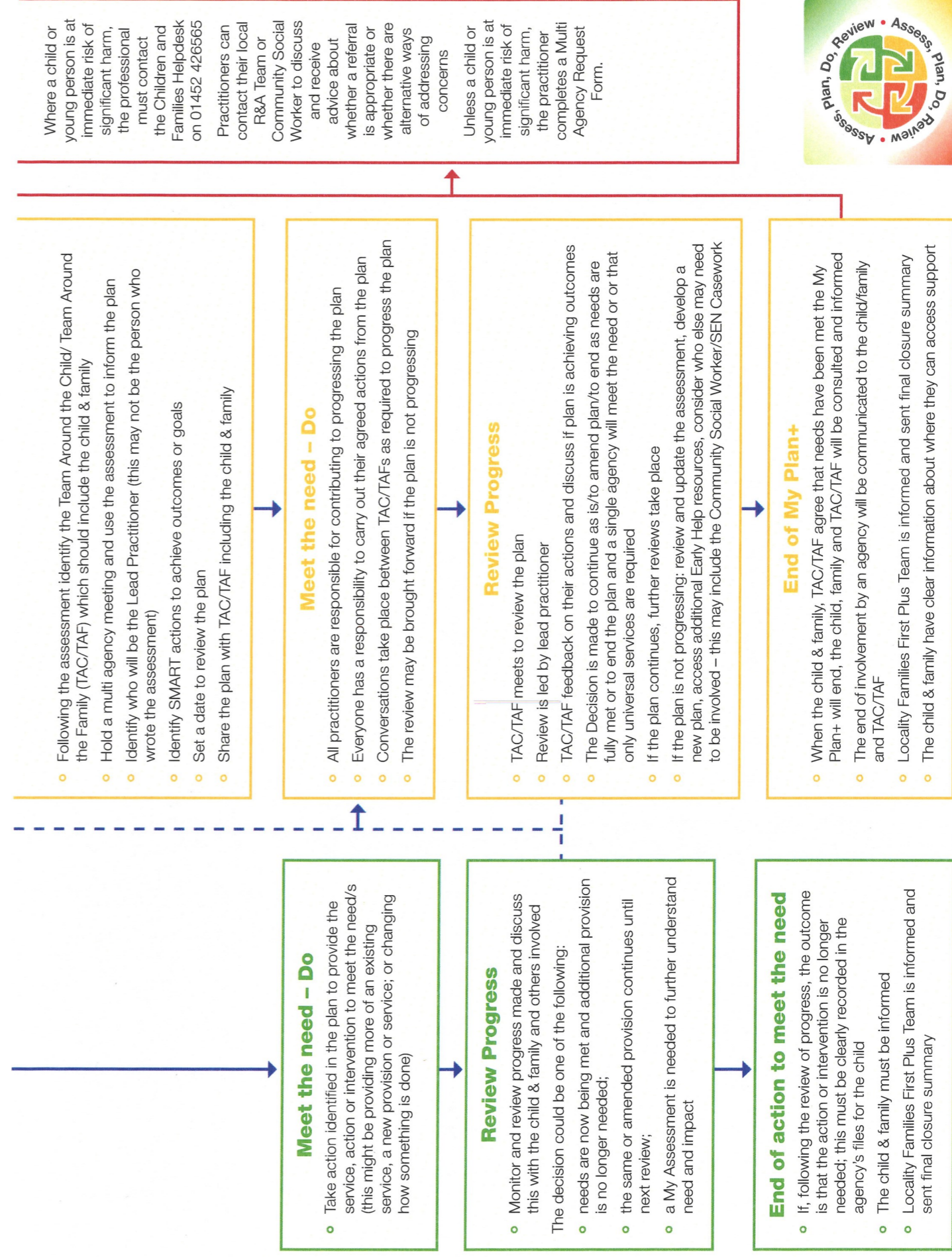
Notes:



The 'windscreens' – A diagram to demonstrate the Continuum of Need




Information Sharing with Consent is required unless there is evidence that in doing so, a child or young person would be at risk of significant harm





Pre Sept 2016 Sept/Oct 2016	
CAF	
My Plan	
My Plan +	
Family Plan	
EHCP	



Key Principles
