



Crossflatts Primary School Early Help Offer

Early Help refers to the offer of any information, advice or support to children, young people and their families as soon as possible in their lives, or when issues emerge, to help prevent problems from escalating.

Crossflatts Primary School recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. Therefore, Crossflatts Primary School promotes an Early Help Offer which is a graduated structure aimed at providing support at the appropriate and earliest level.

Prevention and Early Help is about making sure families receive prompt and assertive help as early as possible when needs are identified, either by families themselves asking for help or professionals having worries or seeing needs before they become problematic. It can include both support to the family in the earliest years of a child's life and a swift response to the emergence of a problem at any stage later in their lives. A good Early Help plan supports the parents so we can make things better for the children. GPs, health visiting, schools, Colleges, Family Hubs, school nurses, youth services, child care or other community settings often provide most support through working together on a day-to-day basis.

In our school the people who are available to offer access to early help, includes all staff. If you were looking for more direct/intensive support then it would be best to contact one of our safeguarding leads:

- Nina Dobson – Deputy Headteacher – Safeguarding Lead
- Nicola Bennett – Headteacher
- Rebecca Petrie – Deputy Headteacher
- Richard Atkins – Assistant Head
- Laura Barker – Assistant Head

- Laura Reynolds - Assistant Head
- Gemma Craven - Teacher
- Jo Cattell - Learning Mentor and Lead Practitioner for Early Help

The Every Child Matters (ECM) Green Paper identified the five outcomes that are most important to children and families:

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution.
- achieve economic well-being.

Level of Need	Intervention	Agencies who may be involved
Level 1 Children and young people who are achieving each of the 5 outcomes	Whole school initiatives. Informal contact with children, parents and carers to resolve low level issues.	The child and their family School staff
Level 2 Children and young people who may need extra support in order to achieve the 5 outcomes.	School Support Meetings Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed.	The child and their family School staff Possible involvement of an external agency.
Level 3 Children and young people who have complex needs and who may require co-ordinated support in order to achieve the 5 outcomes.	Early Help Assessment Tool Approach The Early Help Assessment Tool (EHAT) is a tool used for gathering information and a standard approach in assessment for the identification of Early Help needs. This is based on discussions with children and their families and other practitioners as appropriate. This enables school staff to help families at the earliest opportunity, identify and record needs so we can build a network of support and families don't have to keep repeating themselves to professionals	The child and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases Social

	<p>The Early Help Assessment is a document which brings together all agencies involved with a family to ensure that everyone is working together and information is shared. The Team Around the Family (TAF) approach may be appropriate at this stage to support Parents and Carers or the child. Parents/Carers' consent is required to access Early Help resources.</p> <p>Ofsted describes Early Help as: 'Children, young people and families are offered help when needs and/or concerns are first identified. The early help improves the child's situation and supports sustainable progress. The interface between early help and statutory work is clearly and effectively differentiated.'</p> <p>Early Help is not a specific service. It is a way of 'thinking' and 'working' through a collaborative approach between services with families.</p>	Care will be invited to Family Support Meetings.
<p>Level 4</p> <p>Children and young people who will not achieve the five outcomes without intensive support.</p>	<p>Child in Need</p> <p>These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies involved will be invited along with parents and carers.</p> <p>Child Protection</p> <p>These are meetings for families whose children are at risk of significant harm. These meetings are led by an independent chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences.</p>	<p>The child (where appropriate) and their family</p> <p>School staff</p> <p>Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. Social Care would always attend Child in Need and Child Protection conferences.</p>

If you would like any further information, please feel free to contact us at school.

Nina Dobson (Safeguarding Lead)