

Mayflower Primary School

The Early Help Offer

Academic Year 2022-2023

Introduction:

Early Help means providing help for children, young people and families as soon as challenges start to emerge or where it is likely that issues will impact significantly on children's outcomes. At Mayflower Primary School, we strongly believe that Early Help can provide children with the best opportunity to thrive and flourish, and that by working in partnership with our parents and local community is the best way of achieving this.

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 recognises that Early Help is a term that describes much of the everyday work of schools.

The Role of Leicester City Council

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 Mayflower Primary School

We are committed to providing the best support to all of our children, but those that are vulnerable tend to be the highest when additional support programmes are being considered.

If a child is deemed to be vulnerable, the following services can be provided:

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 Mayflower Primary School.

Focused 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 challenges through more focused pastoral support, which might include bringing in additional support through an external agency.

The 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 coordinated 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.

The following four commitments are the core elements to Mayflower Primary School's Early Help Offer. By implementing these commitments we aim to ensure:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- Delivery approaches of Early Help support for more vulnerable families are up to date with local offers
- Commitment to the personal development and well-being strand of the Ofsted Framework

The following tables provide an indication of what additional support is available to support your child to thrive and succeed. Not all of our strategies have been included, but in board term, we have taken care to ensure that the needs of vulnerable children can be well-supported in all aspects of their learning.

Early Help for Attendance

Our attendance target for the academic year 2022-2023 is 97.2%

- Individual and class rewards for good attendance
- Attendance data is monitored by assigned staff (Head Teacher, Educational Welfare Officer, School Attendance Officer)
- Attendance Network Meetings with other schools attended by Attendance Officer
- Regular reporting to Governors around attendance
- Regular monitoring by Governors around attendance
- Active teaching around the impact of being late and how this can lead to educational and social disadvantage
- Letters home when attendance begins to dip, followed up by warning letters
- EWO (Educational Welfare Officer) works in partnership with the school to monitor attendance and considers the needs of children on a case-by-case basis
- Parental outreach to families around attendance concerns
- First day calling after the registers have closed each morning
- Home visits for attendance concerns requiring investigation
- Monitoring groups in high mobility or absence requests
- Parent contacts for pupils who are persistently absent, augmented by the Home-School Agreement
- Personal attendance plans e.g. for pupils who are recovering from operations
- Weekly Class Rewards for good attendance and punctuality
- School nursing service referrals for medical conditions that affect attendance
- Individual parent meetings to discuss any proposed absence during time, and a the school's commitment to uphold national strategies around attendance recovery
- Availability of senior staff every morning and evening so attendance matters can be discussed at the earliest available opportunity (Open Door Policy)
- Carefully considered Risk Assessments to support the return of children to school who may be facing medical challenges e.g. a bone fracture or other underlying condition
- Completion of the annual safeguarding audit to ensure that data is shared with external agencies, and that groups can be targeted by attendance overall

Expected outcomes:

- 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 shows reduction in number of interventions
- Whole school targets are met
- Excellent rates of academic progress and attainment are maintained

Early Help for Transition

Transition represents the movement of children from one class to another, joining our school in the Early Years, or leaving our school to move into the secondary sector. Research confirms that effective transition is based on curriculum continuity, offset by the preparations schools make to ensure that vulnerable children are able to feel safe and known within their new setting, be that new class, new primary school, or new secondary school.

- Extra visits / induction for vulnerable students to their new school, overseen by the PPG Champion (Mrs. Kaur), the SENDCo (Mrs. Archdeacon), the Assistant Head Teacher (Mrs. Chandarana) or the Head Teacher (Mr. Whitney)
- Family Support meetings with Health visitors / school nurse, EYST (Early Years Support Team) for vulnerable pupils in the Early Years Foundation Stage before entry to school
- Induction Days
- A structured programme of home visits for all pupils in the Early Years Foundation Stage
- Pupil Passports and other records passed from school to school
- SALT (Speech and Language Therapists) reports and targets transferred between schools
- SENDCo oversees the process of record transition, ensuring that all key staff are aware of additional needs
- Support for online school applications for parents, including translation and wider language support
- Transition programme with designated link teachers e.g. for pupils with special educational needs
- Visits for prospective families
- Work with key partners
- Induction with Family Support Worker
- Academic, learning, and transition records are passed from one class to the next with allocated time for transition meetings
- Outreach work with our local pre-school providers, and wider support for transition

Expected Outcomes:

- Pupil learning data shows improvement, and pace of learning continues from one class to the next
- Leuven data consistently shows strong level of involvement and wellbeing
- Reduction in number of safeguarding disclosures
- Reduction in number of both high and low level behaviour incidents
- Increase in pupils' self-help skills
- No fixed term exclusions
- Assessments show that social, emotional, mental health needs are met e.g. through Boxall Profile, SDQ, etc

Early Help for Mental Health

The Mental Health needs of all our children are central to everything that we do. We fully recognise the impact of the pandemic, and other external factors that can lead to anxiety, diminished self-worth, and a sense of isolation.

- Relevant policies and procedures e.g. Safeguarding, Child Protection, Special Educational Needs and Disability, Anti-Bullying, GDPR (General Data Protection Regulation) in place
- Schools Advisory Service (SAS) support for staff mental health and well-being
- Training for and the appointment of a designated Mental Health Lead (Mrs. Waldrum)
- Trained staff for the teaching of Mindfulness through MISP (Mrs. Garratt and Mrs. Barnes) and qualified Yoga teachers in every phase
- Advice point and Early Help response through SENDCo and DSLs
- Assemblies on themes around staying safe e.g. 'Stranger Danger' 'Anti-bullying'
- Care plans for vulnerable pupils and individual healthcare plans for pupils with medical needs regularly monitored and reviewed by senior staff
- 'Bikeability' programme for road safety
- EVOLVE system to ensure safety on school trips
- PEEPs (Personal Evacuation Plans) and Risk assessments for vulnerable pupils
- DAS (Duty and Advice Service) for safeguarding concerns
- Access to support for families living with domestic violence
- Access to support for families living with alcohol or drugs abuse
- E-safety policy and procedures and filtering system (Securus)
- Home visits for families of children starting nursery
- Library leaders and Playground Leaders
- Link PCSO (Police Community Support Officer)
- Parent Workshops, Parent Groups, Teacher for a Day, Fathers Reading Every Day (FRED)
- PEP (Personal Education Plan) and LAC (Looked After Children) review meetings led by designated safeguarding teacher
- RSE curriculum supported by a representative Working Party
- Prevent issues awareness and training for concerns around radicalisation
- FGM (Female Genital Mutilation), CSE (Child Sexual exploitation), Forced marriages awareness and training
- School nurse drop-ins and referrals
- Tracking, recording and analysis of incidents e.g. through CPOMS
- Whole school safeguarding training and internal training – signs of abuse

Expected Outcomes

- Greater awareness of bullying within the community and a zero tolerance approach to bullying incidents
- Increase in turn-over of families accessing Social Services
- Welfare and neglect issues on Social Services caseload is reduced
- All staff have signed and are adhering to the AUP (Acceptable User Policy)
- Quality displays evidence pupils' new learning and promote 'resilience'
- Increased parental engagement
- An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years – DSL and annually – all staff)

Early Help for Supporting Families

At Mayflower Primary School, we recognise that the family has and will always be the primary educator. By supporting our families, we will be creating the best conditions for all of our children to thrive and flourish

- Bereavement counselling
- Induction meetings
- Translation for main community languages
- Curriculum days / evenings
- Trained staff who provide outreach to all of our families
- Support for form completion including financial support and housing
- Home visits for families with children starting nursery
- Parents evenings
- Pastoral support from trained and qualified staff
- SENDCo support for families of children with special educational needs or disability
- Access to SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
- Signposting to external agencies and training
- Subsidies for trips and wider enrichment provision
- Family Support Workshops led by qualified staff
- Nurture provision (Mrs. Sidat and Mrs. Khalifa), supported by all senior staff on a rolling programme
- Senior Leaders who make themselves available at all times of day, including a presence on the school playground every morning and evening
- Signposting of services in the main entrance of the school, with staff who can provide additional information, as required
- Breakfast provision (subsidised), a comprehensive programme of after-school clubs, and interventions outside of the normal school day
- Development of a DSP (Language and Communication), ensuring local children with additional needs can be educated in their own community
- Parent volunteers encouraged, with recognised training pathways (Level 2 and Level 3)

Expected Outcomes:

- Pupil progress and attainment data shows children are on-track to reach their challenge targets
- Uptake of support services increases
- Reduction in parents not keeping appointments that have been made, including 100% attendance at parents' evenings
- Increased evidence of parental engagement, and this will include support for Home-Learning
- School preparedness, especially in the Early Years, is evident, and this is also reflected in the annual Reception Baseline Assessment (RBA)
- School remains oversubscribed on an annual basis, with waiting lists in all year groups
- Mobility rates remain low

Early Help for the Local Community

Our school serves a mixed community that is eager to lend its support to the school in all forms. This has never been more evident than when we were planning our RSE curriculum, where community leaders came together to lend their expertise, ensuring that our programme met the broader needs of all.

- Community events e.g. the mela
- Donations from community e.g. sponsored events
- Governor with responsibility for developing community links
- Community Links such as Fire, PCSO (Police Community Support Officer), Sports and local businesses
- Religious groups
- Supporting charities
- An assembly programme that reflects the community we serve, and global challenges that may affect pupil and parent wellbeing
- Strong links with local primary schools, and a growing relationship with feeder secondary schools
- Links with the City Council, and support through the Young Consultants, Green Influencers, RRSA Working Party, Fortitude Project (Sheffield Hallam), the Creativity Council, and other forms of pupil representation
- International links through CCGL (British Council) and the Erasmus Programme
- Comprehensive provision that supports pupils to develop Cultural Capital (all year groups)
- Partnership work with Islamic Relief
- Support for families around language acquisition (functional use of English – spoken and written)
- Local church uses the school for car-parking, as and when required
- Green influencers engage with local businesses with guidance and support regarding waste and carbon footprints

Expected outcomes:

- Families have a good understanding of the wider community
- Reduction in the percentage of Anti-Social Behaviour incidents
- Reduction in PCSO call outs
- Community support for school events
- Community representation through the Friends of Mayflower (FOM)
- Language and communication improves, ensuring all staff can converse openly with parents and wider family
- Good relationships are maintained with our neighbours, with each stakeholder providing support for the other
- Contributions from local businesses, who wish to support the school's mission

Early Help for the Curriculum

Over many years, we have developed a creative, international curriculum that fulfils our mission of creating global citizens who are both positive and optimistic about the future, and have the capacity to pursue their own social justice agenda through the lens of the United Nations Sustainable Development Goals

- Access to one-to-one support, paired and group work where needed
- Themed Assemblies
- Academic coaching and mentoring
- Interventions and additional support for vulnerable pupils
- Citizenship and PSHE delivery through a robust RSE curriculum that has been developed in partnership with our local community
- Inter-school events
- Topics and themes driven by pupils' aspirations, relevance to both own culture and the local area, key questioning and development of language skills
- Access to school library
- Home-Learning clubs and additional support for those children who may be vulnerable
- Clubs for all pupils, including those in Nursery, Reception and Key Stage 1
- A comprehensive programme of enrichment through the taught curriculum and beyond the classroom
- Forest Schools embedded in Year 5, and children growing their own produce at the school's allotment
- Focus groups also use the allotment for additional provision
- Additional provision room for children who cannot access the curriculum, which works in partnership with nurture provision
- Creativity Council oversees creativity across the curriculum, and deepens our links with the Spark Arts for Children
- International dimension maintained through the Erasmus Programme and also CCGL (British Council)
- European and themed international days, including a language of the month focus

Expected outcomes:

- Increase in percentage of children attending a school club
- Rate and pace of progress continues to increase over time
- Creative curriculum can be evidenced through Leuven Scale assessment data for involvement and wellbeing
- Rise-Up Premium has been used to narrow the gap between the attainment of all pupils and those that are deemed to be vulnerable
- Additional language competencies can be evidenced by the children, with improved quality of communication between children across our partnership schools
- Website showcases the curriculum, and how all of our children can effectively engage with it, and shape the direction of learning

Useful Resources

- [Leicester Safeguarding Children Board](#) Website for information on safeguarding children in Leicester
- [SENDIASS](#) Website for advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND)
- [Health for Kids](#) Website for school age children and parents, designed by Leicestershire Partnership Trust school nurses
- [Young Minds](#) The voice for young people's mental health and well-being
- [Mental Health First Aid England](#) Website for Mental Health First Aiders

Key Contacts:

- SENDCo: Mrs. L. Archdeacon
- PPG Champion: Mrs. A. Kaur
- Designated Safeguarding Lead: Ms. A. Mckenley-Ballantyne
- Early Years Leader: Mrs. G. Bilkhu
- Head Teacher: Mr. L. Whitney