

Offer of Early Years Help

Key Document Details

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What do we mean by Early Help?

As written within the Gloucestershire Guidance for Practitioners Working with Children and Young People (0 – 25yrs), Early Help is about providing support to potentially vulnerable children, young people and their families as soon as problems begin to emerge or when there is a strong likelihood that problems will start in the future.

Early identification of additional needs is likely to happen in the universal sector i.e. services that are available to everyone in the community.

The people involved will be those practitioners in universal services such as:

- Universal health services such as Health Visitors, School Nursing, Occupational Therapists, Speech and Language Therapists, Physiotherapists, Paediatricians and Doctors.
- Early Years educational settings, Children's Centres, Schools, Colleges;
- Community services within the Early Help Partnerships; voluntary and independent provision of out of school and holiday activities.

Children and families are entitled to early help if, and when, they need it. Early help could be provided through an increase in the levels of universal services, or targeted services provided or be commissioned in localities

Early Help Approach

In order to achieve a holistic and integrative approach to providing early help to all children with additional needs including SEND, and their families, we are building on what we do well and making the sensible changes that children, young people, families and practitioners want. The principles are: seeing the person or family first, not the difficulty; feeling listened to and enabled to be part of the solution; a joined-up approach that helps the 'whole' child or young person now and into the future; a reduction in the multiple times families are asked for the same information; a reduction in the amount and variety of assessments and plans which can lead to confusion; a more transparent and meaningful approach to how we identify needs early and direct resources to meet outcomes.

Who do we work with?

Effective early help relies upon local agencies, including education working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

A dedicated pastoral team ensures that any pastoral needs are addressed on a day to day basis. In addition, our safeguarding policy outlines how The Peak Academy work in a multi-agency capacity to keep children safe and, where necessary, in conjunction with outside agencies to support the family.

How are children and families identified for Early Help?

In our school staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed. In addition, the following children are more likely to require some form of early help. The Peak Academy offers a range of support and provisions to enable students to have access to the right support at the right time. These interventions vary between onsite provision and the use of alternative outside reputable providers:

- Disabled children
- Children with special educational needs
- Young carers
- Children displaying signs of anti-social or criminal behaviour
- Mental health

- In family circumstances presenting challenges, including family breakdown
- Children who have returned home from care

What support is available in our locality?

Organisation	Contact details
School Nursing Team	www.glos-care.nhs.uk
Schools Beats Officer	Mark Weedon – 07966883317 Mark.Weedon@gloucestershire.pnn.police.uk
The Family Information Service	familyinfo@gloucestershire.gov.uk
The Local Offer – Guide to activities and services	www.glofamiliedirectory.org.uk
Children’s Mental Health Service	www.2gether.nhs.uk/cyps#
Support for families with a child with a disability	www.cafamily.org.uk
Relationship support and advice	www.oneplusone.org.uk
Continence and bedwetting support and help	www.eric.org.uk

What expertise do our staff hold?

As part of the Keeping Children Safe in Education legislation, all staff complete essential and compulsory training that includes:

- Female Genital Mutilation (FGM)
- Domestic Abuse (DA)
- Child Sexual Exploitation (CSE) and use the CSE screening tool
- Forced Marriage (FM)
- Trafficking
- Hidden Harm
- Safeguarding – updates as required by law
- Prevent Training
- Drug and alcohol abuse
- Peer on Peer Abuse
- Sexting
- Gang Violence
- Adverse Childhood Experiences (ACES)

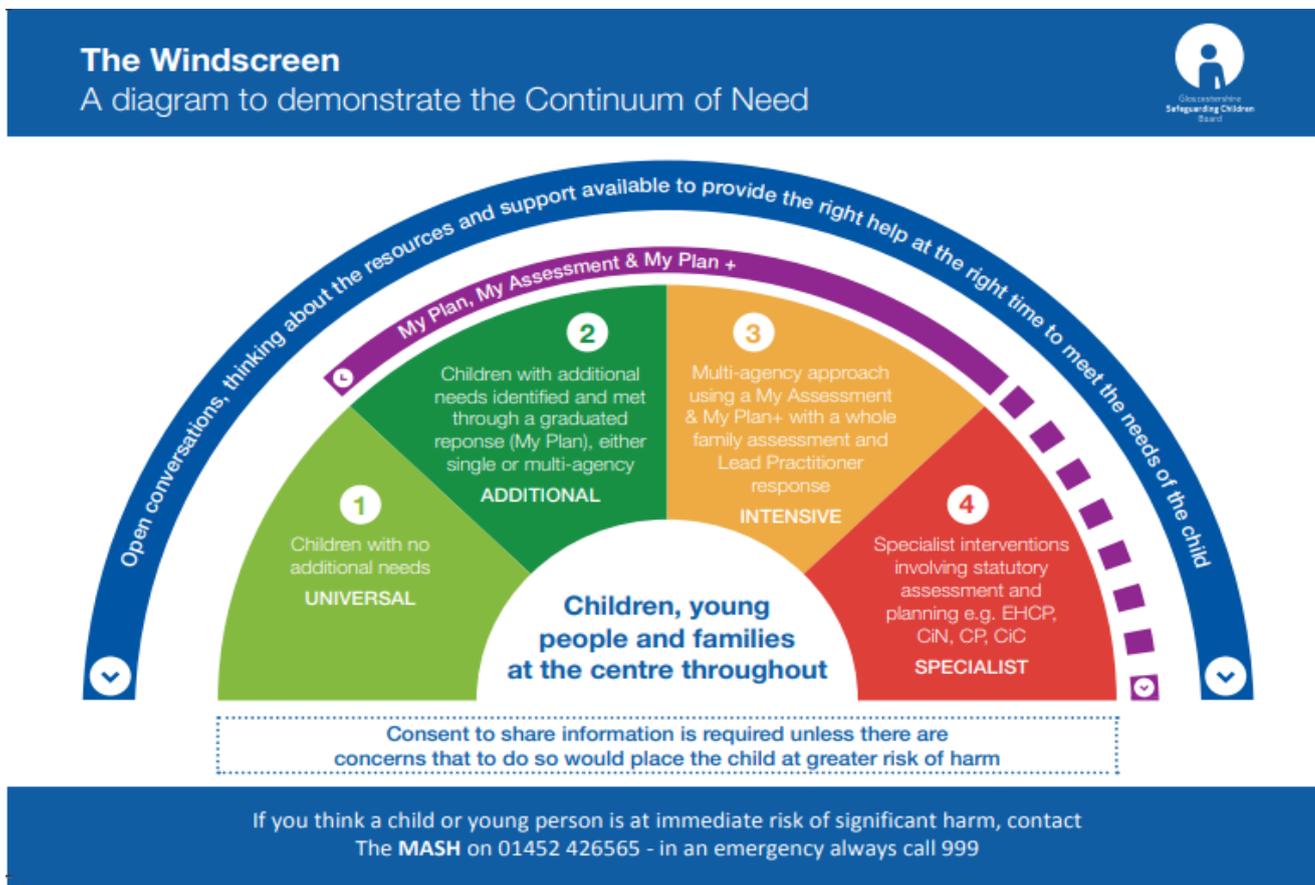
In addition, the school delivers advice and guidance to students and records information through forms such as:

- GHLL Pink Safeguarding Curriculum
- Chelsea’s Choice
- Sleuth as a behaviour recording system
- The Neglect Toolkit
- CPOMS to record any safeguarding concerns
- School liaison Police Officers
- Early Help Coordinators

A list of support available, but not inclusive, offered at The Peak Academy includes:

- EHCP Annual Reviews
- Graduated approach following the Assess, Plan, Do and Review process
- School Counsellor
- Speech and Language Therapist
- Mentoring
- Therapeutic Support
- Educational Psychologist
- Trauma Informed and Trained Staff
- Multi Agency Working
- School Policies
- Online Learning Package
- Pastoral Support Team
- Trained Teaching Assistants
- Robust induction package

Levels of Intervention Explained



Key Contacts:

Miss Leigh Allen – Intervention Manager
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Mrs Sandra Lewis – Designated Safeguarding Lead
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Mr D Readman – Deputy Designated Safeguarding Lead
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