



## **Early Help Policy**

Author:	Mary Hall, Vice Principal
Approval needed by:	V Sharples, Principal
Consultation required:	N/A
Adopted (date):	22 March 2021
Date of next review:	March 2022

At the academy we recognise that children/young people and their families may experience a range of needs at different times in their lives and that the academy plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults.

It is important to us to provide a high quality Early Help offer. Our main aim is that outcomes for children/young people and their families will be improved by ensuring that all children/young people are able to be healthy, safe, valued and achieve their full potential.

The Early Help practitioner team and support workers will, through integrated and streamlined working practices, meet local need and deliver cost effective, sustainable services. The team is based in and around the academy, with the service users at the heart of planning and delivery.

The team has the following objective:

- To provide a high quality service to the families and service users, developing an effective and integrated workforce to respond quickly and to work proactively.
- To reduce duplication and bureaucracy.
- To provide flexible services.
- To enable more effective early intervention and preventative approaches.

The team promotes emotional health well-being, positive behaviour and regular school attendance. Support workers help to identify and support those with, or at risk of developing emotional, behavioural problems, through the provision of services provided in the academy and for individual families.

### **Early Help Framework (EHF)**

The Early Help Framework (EHF) aims to help to identify the need for other services, including health, Social Services, police, behavioural and educational psychologists. Our academy recognises the importance of effectively using the EHF to access support for young people and their families and we recognise that every person whose role involves working with young people needs to be prepared and able to recognise the need for support. Our academy has an important role to play and is well placed to offer Early Help to support families. We aim to use the EHF to identify and provide the appropriate support for individual young people/families to help early identification.

We use the EHF when:

- There is a concern about a family's health, welfare, progress to milestones or other aspects of their well being.
- A young person's needs are unclear, different from the norm and/or broader than the academy can address.

Using the EHF helps to identify the young person/family's needs and works with other agencies to help meet those needs. The elements that form the EHF include collating and sharing information on the following areas:

- General health
- Physical development
- Speech, language and communication development
- Emotional and social development
- Behaviour
- Self-esteem, self image and social presentation
- Family and social relationships
- Self-care skills and independence

- Learning, including: understanding, reasoning and problem-solving, progress and achievement in learning, participation in learning and educational aspirations
- Basic parental care, including safety and protection
- Emotional warmth and family stability
- Parental guidance, behaviour boundaries and stimulation at home
- Family history, including functioning and well being
- Wider family
- Housing and financial considerations
- Social and community factors

### **Completing the Early Help Assessment**

A family must consent to accessing support through the Early Help Service. It may be necessary to complete an Early Help Assessment on a young person/family at any time. The decision to refer a young person/family should be taken jointly with the relevant staff and a member of the Leadership Team, Head of Family Services, SENDCo or safeguarding team.

Where the input of more than one agency is required to support the family's circumstances, a lead Early Help Practitioner (EHP) within the academy will be identified.

The lead EHP will develop an Early Help record with the family, with consent, as a tool for understanding strengths and needs, establishing goals and record the work undertaken by all practitioners in partnership with the family.

The lead EHP will also be responsible for drawing all agencies who are named in the record drawn up by the EHP into a Team Around the Family (TAF). The TAF will work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan.

Any concerns will be discussed with the young person, parents/carers and other agencies already involved with the young person/family.

The EHP will be involved in the process of completing the assessment with the student and family. At this stage actions can be agreed that can be delivered by the a range of services and the academy.

Following receipt of any information raising concern, the EHP/Designated Safeguarding Team will consider what action to take and can seek advice from a number of resources, as required:

- Starting Point
- Early Help Transition Team (LA)
- Early Help Practitioners (Level 3 at Derbyshire County Council)

An Early Help Assessment may have the following outcomes:

- Concerns have been resolved and no further action is required.
- Some actions have been agreed but further action is required from other agencies and these have been identified.

If a parent/carer refuses consent in completing an Early Help Assessment we will clearly record the refusal. However, it is possible to override this lack of consent and where we are concerned about a child's welfare or safety, the Designated Safeguarding Lead will refer immediately to Starting Point.

All issues related to safeguarding will be maintained on CPOMS and the Designated Safeguarding Lead informed immediately.

The de Ferrers Trust Complaints Policy will be followed in the event of a complaint.

This policy needs to be read in conjunction with:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education, September 2020
- Attendance and Punctuality Policy
- Behaviour and Pastoral Care Policy