Beech Green Primary School

Respect Achieve Belong

Offer of Early Help

What does an Offer of Early Help mean?

"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."

Working Together to Safeguard Children (2018)

Beech Green Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children are valued, respected and equal members of the school. Provision for pupils is a matter for the school as a whole. All teachers are teachers of pupils who may require an Offer of Early Help. The Governing Body, Head Teacher, and all other members of the staff have important responsibilities to recognise the pupils who require Early Help.

What outcomes do we want for our children following an early offer of help?

Beech Green aims to identify children who require early help in order to ensure that

- There is improved educational attainment
- Vulnerable children are protected
- Life chances are improved
- Children are healthy and positive

Who identifies young people in school who need an Offer of Early Help?

All staff who work at Beech Green Primary school are responsible for identifying children who are in need of Early Help. Staff are aware of the signs of different types of abuse or neglect and therefore are able to recognise a child in need. If a member of staff suspects that a child is suffering from abuse or neglect they will inform one of the Designated Safeguarding Leaders (DSL). At Beech Green School this is either the Head teacher, one of the Deputy Head teachers or the INCo, all of whom have completed the safeguarding training. There is also a nominated School Governor for safeguarding issues.

Staff at Beech Green Primary School receive a combination of training from the Local Authority and online, in order for them to identify any children who they feel are in need of help. Staff meetings are also used to highlight any specific areas of need. A Learning Mentor is in place to work with any outside agencies for a child's specific needs. All relevant staff are informed of any support required for students and also invited to many multi - agency meetings.

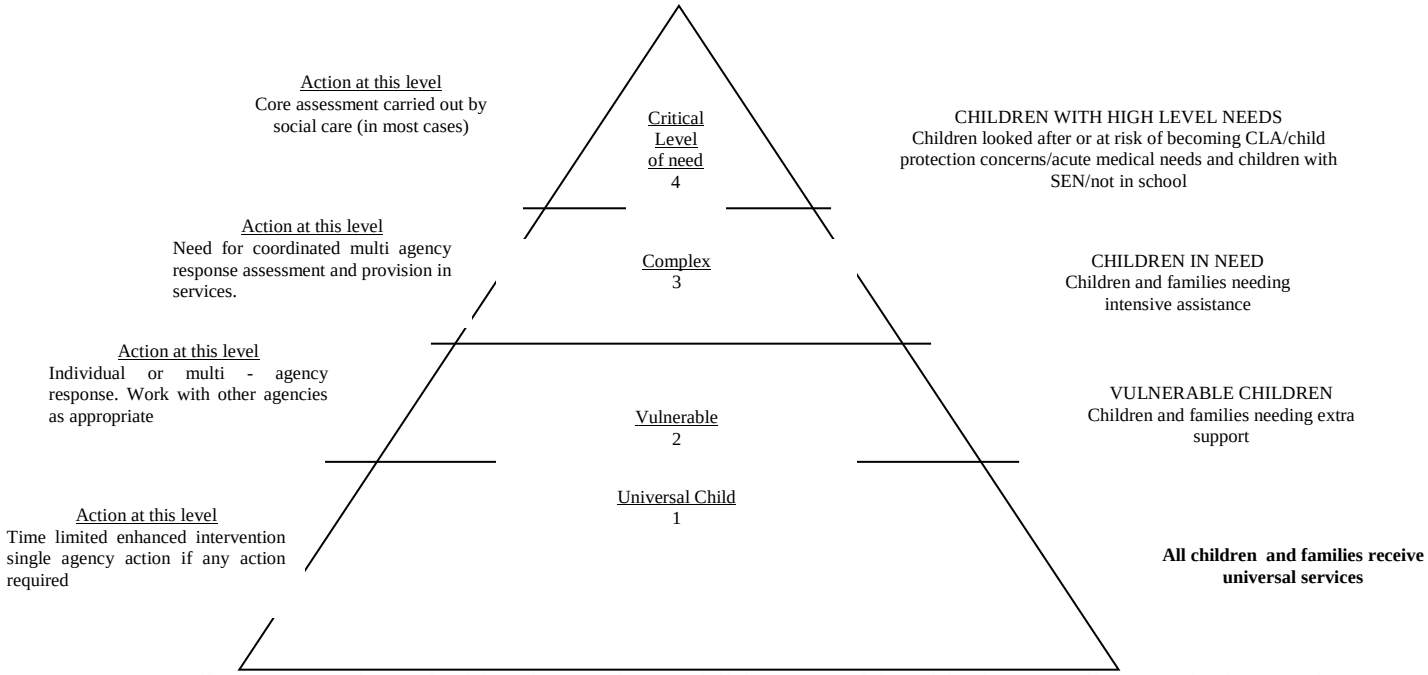
Publication date: October 2024
Review date: October 2025

Who may need to access early support?

Early support may be required in a variety of different situations such as:

- Children and young people who are disabled and have additional needs
- Children and young people with Special Educational Needs
- Young carers
- Children and young people showing signs of engaging in anti-social or criminal behaviour
- A child or young person in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence and/or is showing early signs of abuse and/or neglect and/or sexual exploitation (Staff have access to the Child Sexual Exploitation Screening Tool and Gloucestershire's Child Neglect Toolkit)

Pyramid of Children's Needs



See Appendix 1 for further clarification of how children are identified according to their needs.

How to access help

To ensure that the best possible support is provided to children and families there needs to be an early assessment of need considering child's developmental needs, family and environmental factors and parenting capacity.

This assessment is undertaken through usage of the **Early Help Assessment** (formerly CAF – Common Assessment Framework). In some cases, a specific need will be identified and the relevant agencies will be involved. If support cannot be met by a single agency, then local agencies will work together using the Team Around the Child (TAC) model to support the young person and their family. At Beech Green School the Early Help Assessment and TAC meetings are coordinated by the Learning Mentors who act as the key point of contact for the families and professionals/services.

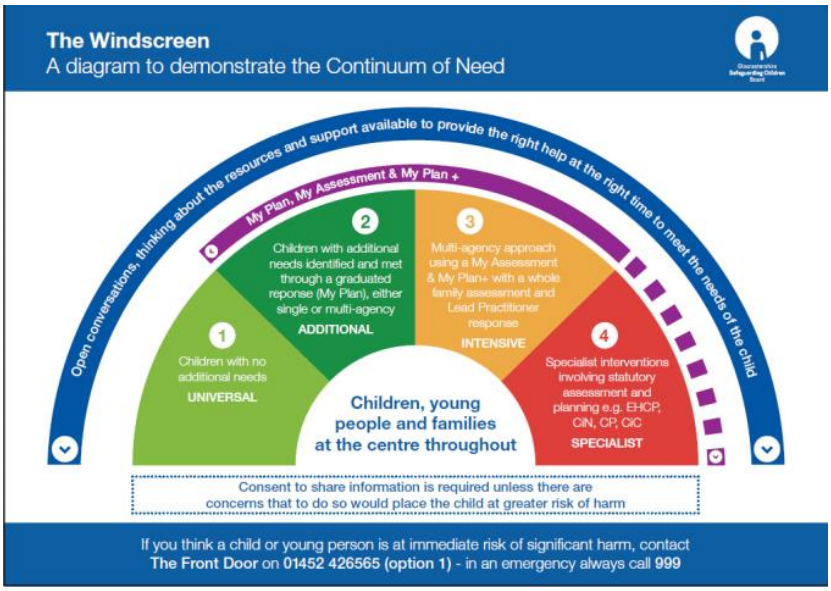
Publication date: October 2024
Review date: October 2025

Working Together states that in order for an early assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents/carers. It should involve the child and family as well as all the professionals who are working with them
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral in to local authority children's social care may be necessary

Early support is based on a continuum of help and support which responds to the different levels of need of individual children and families. A child or young person's needs are reviewed regularly and levels of support adapted according to their changing needs.

Continuum of Needs (commonly known as the 'Windscreen)



What agencies may be involved with an early offer of help?

Agencies that may become involved with a child or young person who require early help could be:

- Educational Psychologists
- Children's Centre Staff
- Behaviour Support Staff
- Community Midwives
- Advisory Team for Inclusion
- Children's Physiotherapy/Occupational Therapists
- School and College Staff Extended Schools Coordinators
- Youth Services
- GP
- CAMHS
- Health Visitors
- School Nurses
- Early Years SEN Inclusion Team
- Special Educational Needs Support Services
- Named Social Work Staff
- Speech and Language Therapists
- Nominated Police
- Community Social Worker

Publication date: October 2024
Review date: October 2025

Further Information

For further information on Gloucestershire County Council's offer of Early Help please click on the link below:

https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/early-help-advice-guidance-and-support/

Publication date: October 2024
Review date: October 2025

Appendix 1

Identifying Children's Needs (Refer to Children's Pyramid of Needs)

Universal – Level 1 Strengths.
These are children who make good overall progress in all areas of development. At times children within this level may need small, time enhanced interventions.

1. Child's Developmental Needs	
Health • Physically well • Adequate diet / hygiene / clothing • Developmental checks / immunisations up to date • Regular dental and optical care • Health appointments are kept • Developmental milestones met • Speech and language development met **Education** • Attends school regularly • Acquired a range of skills/interests • Experiencing success/achievement • No concern around cognitive development • Access to books/toys, play **Emotional & Behavioural Development, e.g.** • Feelings and actions demonstrate appropriate responses • Good quality early attachments • Able to adapt to change • Able to express and demonstrate empathy. • Child with disability care package/support meets child's needs	**Identity** • Positive sense of self and abilities • Demonstrates feelings of belonging and acceptance • A sense of self • An ability to express needs **Family and Social Relationships** • Stable and affectionate relationships with caregivers • Good relationships with siblings • Positive relationships with peers **Social Presentation** • Appropriate dress for different settings • Good level of personal hygiene **Self-Care Skills** • Growing level of competencies in practical and • emotional skills, such as feeding, dressing and independent living skills.
2. Parenting Capacity	Family and Environmental Factors

Publication date: October 2024
Review date: October 2025

Basic Care • Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care **Ensuring Safety** • Protect from danger or significant harm, in the home and elsewhere **Emotional Warmth** • Show warm regard, praise and encouragement **Stimulation** • Facilitates cognitive development through interaction and play • Enable child to experience success • Consistent parenting providing appropriate guidance and boundaries **Guidance and Boundaries** • Provide guidance so that child can develop an appropriate internal model of values and conscience. **Stability** • Ensure that secure attachments are not disrupted • Provide consistency of emotional warmth over time	**Family History and Functioning** • Good relationships within family, including when parents are separated • Few significant changes in family composition **Wider Family** • Sense of larger familial network and good friendships outside of the family unit **Housing** • Accommodation has basic amenities and appropriate facilities **Employment** • Parents able to manage the working or unemployment arrangements and do not perceive them as unduly stressful **Income** • Reasonable income over time, with resources used appropriately to meet individual needs **Family's Social Integration** • Family feels integrated into the community • Good social and friendship networks exist **Community Resources** • Good universal services in neighbourhood

Vulnerable – Level 2 Needs: Children with additional Needs

These children and young people require some additional support from a specific service without which they would be at risk of not achieving their full potential. Life chance may be impaired without services.

1. Child's Developmental Needs	

Publication date: October 2024
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Health • Emotional and behavioural difficulties but they are not significantly impairing health or development • Slow in reaching developmental milestones • Starting to default on health appointments/immunisations/checks • Minor concerns re dirt / hygiene / clothing • Susceptible to minor health problems • Low level substance misuse • Not registered with GP/Dentist • A E attendance giving some cause for concern • Early sexual activity **Education** • Identified as requiring SEN provision in accordance with the SEN Code of Practice • Poor punctuality • Occasional school absences • Sudden or sustained drop in achievement • Not always engaged in learning e.g. poor concentration and low motivation and interest • Not thought to be reaching his / her educational potential • Reduced access to toys and books • Truants with peers **Emotional & Behavioural Development** • Some difficulties with peer group relationships and with adults • Some evidence of inappropriate responses and action • Signs of disruptive or challenging behaviour • Can find managing change difficult • Starting to show difficulties expressing empathy • Victim of crime • Disabled child requires additional care/support package or • review of care package to meet child's needs	**Identity** • Some insecurities around identity expressed e.g. low self-esteem • May experience bullying discrimination or harassment due to ethnicity sexual orientation or disability • Previously happy child becomes sad/withdrawn/quiet/ argumentative/aggressive **Family and Social Relationships** • Some support from family friends • Has some difficulties sustaining relationships • Child has caring responsibilities which impact on education or development **Social Presentation.** • Can be over friendly or withdrawn with strangers • Can be provocative in appearance and behaviour • Personal hygiene starting to be a problem **Self-Care Skills** • Not always adequate self-care e.g. poor hygiene • How to develop age and appropriate self-care skills
2. Parenting Capacity	3. Family and Environmental Factors

Publication date: October 2024
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Basic Care

- Parent has:
- Mental or physical health needs or other health problems but they do not appear to significantly affect the care the child
- Substance misuse that does not appear to significantly affect the care of the child
- Poor maternal health / not accessing post/ antenatal care
- Inability to recognise health care needs for self or child
- Inappropriate anxiety regarding child health
- Parental engagement with services is poor
- Parent requires advice or parenting issues
- Professionals are beginning to have some concerns around child's physical needs being met
- Condoned absence from school

Ensuring Safety

- Some exposure to dangerous situations in the home or community
- Parental stresses starting to affect ability to ensure child's safety

Emotional Warmth

- Poor parent/child relationships
- Inconsistent responses to child by parent(s)
- Child able to develop other positive relationships

Stimulation

- Child spends considerable time alone e.g. watching television.
- Child is not often exposed to new experience or activities

Guidance and Boundaries

- Inconsistent parenting – difficulties setting boundaries
- Child behaves in anti-social way in the neighbourhood e.g. petty crime

Stability

- Key relationships with family members not always kept up
- May have different carers
- Starting to demonstrate difficulties with attachments

Family History and Functioning

- Parents have some conflicts or difficulties that can involve the children
- Child has experienced loss of significant adult through separation or bereavement
- Child has caring responsibilities
- Parent has physical/mental health difficulties
- Parent or sibling has received custodial sentence
- Sibling with disability or significant health problem
- Refugee/asylum seeking family

Wider Family

- Limited support from friends and family

Housing

- Adequate/poor housing

Employment

- Parents have limited formal education affecting ability to find employment
- Periods of unemployment of the wage earning parents

Income

- Low income

Family's Social Integration

- Some social exclusion experiences
- Family may be new to the area
- Family experiencing harassment or discrimination or are victims of crime

Community Resources

- Adequate universal resources but family may have access issues

Publication date: October 2024
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Complex – Level 3 Needs

These are children and young people whose needs are more complex and require support from more than one agency. This refers to the range and depth or significance of their needs. They are at risk of social or educational exclusion. Their health, welfare, social or educational development is being impaired. Life chances will be impaired without services.

1. Child's Developmental Needs	
Health • Moderate mental / emotional health or behavioural difficulties • Concerns re diet, hygiene, clothing • Missing routine and non-routine health appointments • Overweight / underweight / enuresis • Substance misuse potentially damaging to health and • development • Developmental milestones delayed **Education** • Identified as requiring additional SEN provision in accordance with the SEN Code of Practice • Some fixed term exclusions • Not achieving key stage benchmarks • Poor school attendance and punctuality e.g. less than 80% • No interest / skills displayed • Serious disaffection with learning and	**Identity** • Subject to discrimination e.g. racial, sexual or due to disabilities • Demonstrates significantly low self-esteem in a range of situations **Family and Social Relationships** • Lack of positive role models • Misses school or leisure activities • Peers also involved in challenging behaviour • Involved in conflicts with peers / siblings • Regularly needed to care for another family member • impacted on education / development • Young person living independently and not coping **Social Presentation** • Is provocative in behaviour / appearance • Clothing is regularly unwashed and

Publication date: October 2024
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underachievement and significant truancy less than 80% attendance and ESW involvement **Emotional & Behavioural Development** • Finds it difficult to cope with anger, frustration and upset • Disruptive challenging / offending / anti-social behaviour at school or in neighbourhood and at home, involvement of agencies, police, Behaviour Support Service, Youth Offending Team • Finds change difficult to manage • Unable to demonstrate empathy • Behaviour impacting on health and development • Child young person with permanent & substantial disabilities requires support/care package or care package needs to be reviewed to meet child's needs	at times inadequate / inappropriate • Hygiene problems **Self-Care Skills** • Child precociously able to care for self • Poor self-care for age including hygiene
2. Parenting Capacity	3. Family and Environmental Factors
Basic Care • Mental or physical health needs, substance misuse or often health problems such that the majority of parenting responsibilities cannot be undertaken and child's health and development is likely to be significantly impaired • Inability to put child's need before own needs • Inability to recognise health needs for self or child such that child's health and development likely to be significantly impaired • Difficult to engage parents with services • Parent is struggling to provide adequate care • Child previously looked after by L.A • Professionals have serious concerns • Inadequate care not meeting physical needs **Ensuring Safety** • Child perceived to be a problem by parents • Child may be subject to neglect e.g. exposed to dangerous situations in the home or community. Experiencing unsafe situations	**Family History and Functioning** • Incidents of domestic violence between parents • Acrimonious divorce / separation • Family have serious physical and mental health • problems • Parent or sibling is in custody **Wider Family** • Family has poor relationships with extended family or little communication • Family is socially isolated and limited support from extended family **Housing** • Poor state of repair, inadequate temporary or overcrowded **Employment** • Parents experience stress due to unemployment or overworking • Parents find it difficult to obtain employment due to poor basic skills **Income** • Serious debts / poverty impact on ability to have basic needs met **Family's Social Integration** • Parents socially excluded • **Parents experience stress without support network**

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• Child regularly left alone or unsupervised • Parental stresses affecting ability to ensure child's safety **Emotional Warmth** • Receives erratic or inconsistent care • Child / parent relationship at risk of breakdown • Has episodes of poor quality care • Parental instability affects capacity to nurture • Has no other positive relationships **Stimulation** • Not receiving positive stimulation; lack of new experience or activities **Guidance and Boundaries** • Erratic or inadequate guidance provided • Parent does not offer a good role model e.g. by behaving in anti-social way **Stability** • Child has multiple carers • Child has been looked after by L.A	• **Community Resources** • Poor quality universal resources and access problems to these and targeted services

Publication date: October 2024
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Critical – Level 4 Needs

These children and young people have needs that are complex and enduring across many domains. They are at risk of significant harm or removal from home.

1. Child's Developmental Needs	
Health • Critical level of health needs • Referral to Social & Health Care may be appropriate if other concerns are present e.g. Child Has severe mental or emotional health problems or behavioural difficulties which affect development • Severe and / or multiple disabilities or serious health problems affecting development • Substance misuse or self-harming damaging health and development • Developmental milestones unlikely to be met • Early teenage pregnancy where there are concerns about young person's ability to parent • Multiple A&E attendances causing concern • Failure to thrive **Education** • Is receiving school Action Plus provision or has a statement of special educational needs • Critical level of Educational Needs. • Referral to Social & Health Care may be appropriate if other concerns are present. • Permanently excluded from school • Not attending school • Parental prosecution pending **Emotional & Behavioural Development** • Regularly in anti-social / criminal activities / which places self or others at risk of significant harm • Offending behaviours likely to lead to custody / remand • Puts self or others in danger e.g. regularly going missing, violence towards others • Self-harming or suicide attempts linked to periods of depression • Disabled child or young person with	**Identity** • Experiences persistent discrimination e.g. on the basis of ethnicity, sexual orientation or disability. This discrimination places the child / young person at risk or is adversely affecting the child's health in development • Is socially isolated and lacks appropriate role models. This places child / young person at risk or is adversely affecting the child's health or development **Family and Social Relationships** • Concerns about a child who is or was previously looked after • Family breakdown related in some way to child's behavioural difficulties • Suspected non-accidental injury • Child has suffered or may have suffered physical, sexual emotional abuse or neglect • Child has caring responsibilities that impact significantly on child's education / health / development **Social Presentation.** • Regularly seen in inappropriate / inadequate clothing • Hygiene problems causing isolation affecting child's self-esteem and development • Child repeatedly presenting as being hungry **Self-Care Skills** • Neglects to use self-care skills due to alternative priorities e.g. substance misuse

Publication date: October 2024
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permanent & substantial disabilities substantially in excess of that normally required by a child or young person of the same age requires support package or review of package to meet needs	
2. Parenting Capacity	3. Family and Environmental Factors
Basic Care • Severe mental or physical health needs, substance misuse or other health problems such that vital parenting roles cannot be undertaken and child at risk of significant harm • Failure to access adequate health care resulting in serious risk to child's health (includes unborn child) • Concerns about a child in a family where parents were unable to care for previous child and child has been removed • Concerns about parenting of a child who is / or has been looked after or is at risk of becoming looked after • Concerns about parenting of child. Currently or previously on Child Protection Register • Child refusing to return home **Ensuring Safety** • Allegation or reasonable suspicion of serious injury / abuse or neglect • Persistent serious domestic violence such that child is at risk of significant harm • Parents involved in crime which is affecting parents capacity to provide care or is significantly impacted on child's development • Parents unable to keep child safe • Victim of crime with no support	**Family History and Functioning** • Incidents of domestic violence between parents • Imminent family breakdown and risk of child becoming looked after • Significant parental discard • Violent towards Siblings / Parents • **Schedule One offender is living in the family** **Wider Family** • Destructive/unhelpful involvement from extended family • No effective support from extended family **Housing** • Physical accommodation places child in danger • Homelessness is not eligible for temporary housing **Employment** • Chronic unemployment that has severely affected parents own identities and has seriously impacted on their ability to parent (see parenting domain) • Family unable to gain unemployment due to significant lack of basic skills or long term difficulties e.g. substance misuse which affects their ability to provide basic care and parent (see parenting domain) **Income**

Publication date: October 2024
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system • Young child left alone or unsupervised **Emotional Warmth** • Parents inconsistent, highly critical or apathetic towards child leading to concerns of emotional abuse. 'low warmth high criticism' **Stimulation** • No constructive leisure time or guided play which significantly impacted on child's development **Guidance and Boundaries** • No effective boundaries set by parents leading to child being beyond parental contact • Regularly behaves in an anti-social way in the neighbourhood leading to risk of criminal prosecution **Stability** • Child is beyond parental control • Child has no parent or carer / abandoned child or unaccompanied minor • Parent / carer has rejected child from home or is threatening to reject child from home	• Extreme poverty / debt impacting on ability to care for child and have basic needs met; food, warmth, essentials, clothing • Family / young person not entitled to benefits with no means of support **Family's Social Integration** • Family chronically socially excluded • No supportive network (see wider family) **Community Resources** • Poor quality services with long term difficulties with accessing target populations.

Publication date: October 2024
Review date: October 2025