

British Section – AFNORTH School

Early Help Offer

Our vision is that all children and families within our community have access wherever possible to well-coordinated good quality and timely Early Help when it is required so needs can be identified and supported to promote fulfilling family lives. This Early Help Offer has been created in conjunction with the 'MOD Professionals Toolkit: Working with military communities overseas - Providing Early Help and Early Intervention'.

Our Early Help Offer, details steps to ensure that:

- Pupils, parent/carers and staff are clear of the Early Help support available through the School, MOD and DCS.
- Specialist partners, working to support families alongside our school are utilised where necessary; supporting an effective multi-agency Team around the Family.
- We are up-to-date with and work within MOD and DCS approaches to the delivery of early help support.
- We have evidence of our commitment to the personal development and wellbeing strand of the Ofsted Framework.

Our ultimate goal is to ensure all children and families receive the right support, at the right time where necessary.

	Section	Content	Purpose
1	What is Early Help at AFNORTH?	What Early Help means for the British Section AFNORTH School	To understand what early help means and the role of AFNORTH school in the delivery of it.
2	British Section AFNORTH School Early Help Offer	Early Help Offer, together with advice and information on implementation	To provide clarity regarding the activities Schools should undertake to ensure they are up-to-date and engaged with the early help agenda.
3	Early Help Assessment procedure	MOD procedure to follow for Early Help and Team around the Family support	To define and set out the steps for Multi-Agency Early Help and TAF.

1. What is Early Help at AFNORTH?

At AFNORTH, Early Help means providing help for children and families as soon as there are concerns that emerge or where it is likely that issues will impact negatively on children's outcomes.

Early help...

- Is for children of all ages,
- Is effective in supporting a child and/or their family.

Statutory guidance in each nation of the UK highlights the importance of providing early help intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).

The central importance of Early Help in enabling children and families to reach their full potential have been a common theme in several reviews commissioned by the UK government.

Effective early help relies upon organisations and agencies 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 improve the outcomes for the child.

(Working Together to Safeguard Children Gov.uk: July 2018)

- Give every child the best start in life
- Enable all children young people and adults to maximise their capabilities and have control over their lives

(Fair Society Healthy Lives, The Marmot Review; 2010)

2. Early Help Offer

Our Early Help Offer is designed to support children, parents and families.

- Day to Day Support: To ensure that the child is safe and supported within our school setting; if they need additional support it is provided by universal school support.

The class teacher is the first point of contact for any issues. Parents/carers are encouraged to liaise with their child's teacher so they are aware of any concerns that arise. Teachers are responsible for the well-being of all the children in their class and liaising with other staff within the school as required, ensuring that the appropriate support is in place as soon as a need is identified.

- Focused Support: We play a role in supporting families to address difficulties through more focused support, which might include bringing in support via an external agency.

If either parent or teacher feels that support from an outside agency is required, an assessment or a referral can be made. Parents discuss concerns with the SENDCO or Headteacher to establish what is working well and what support is needed. Advice and signposting to other agencies is offered at these meetings along with support with referrals.

British Section AFNORTH School Early Help Offer:

The Curriculum

- 1:1 / group work
- Learning interventions
- Citizenship delivery
- Assemblies
- School themes
- Subsidised school trips / visits / residential

Measurable outcomes across key Stages

- Pupil learning data shows improvement

SEMH

- Wellness and Emotional Literacy Support (WELSA)
- Emotional (eg:lego) therapy
- Pastoral Support
- Staff training in dyslexia, ADHD
- DCS Senior Educational Psychologist
- DCS Speech and Language Therapist
- SSAFA Specialist Community Health Visitor
- CAMHS (Children, Adolescent Mental Health Service)

Measurable outcomes across key Stages

- Pupil learning data shows improvement
- Increase in pupils self-help skills
- Reduction in number of high / low level behaviour incidents
- Assessment show emotional resilience

Supporting families

- Workshops
- Signposting and referral to specialist agencies and training
- SENDCo / HT intervention
- HT Pastoral support
- Parents evenings
- School Community activities
- DCS Senior Educational Psychologist
- SSAFA Specialist Community Health Visitor

Measurable outcomes across key Stages

- Pupil learning data shows improvement
- Use of support from specialist services

Staying safe

- E-safety
- Assemblies
- Parent workshops
- PHSE (Personal Health Social Education) planned across school
- British Forces Social Work Service

Measurable outcomes across key Stages

- Increase in accessing support services
- All pupils in UKS2 have signed and are adhering to the AUP (Acceptable User Policy) via the AUA (Acceptable User Agreement)
- Quality displays evidence pupils new learning
- Rolling programme of CPD in relation to Safeguarding / Training for staff

3. Early Help Assessment

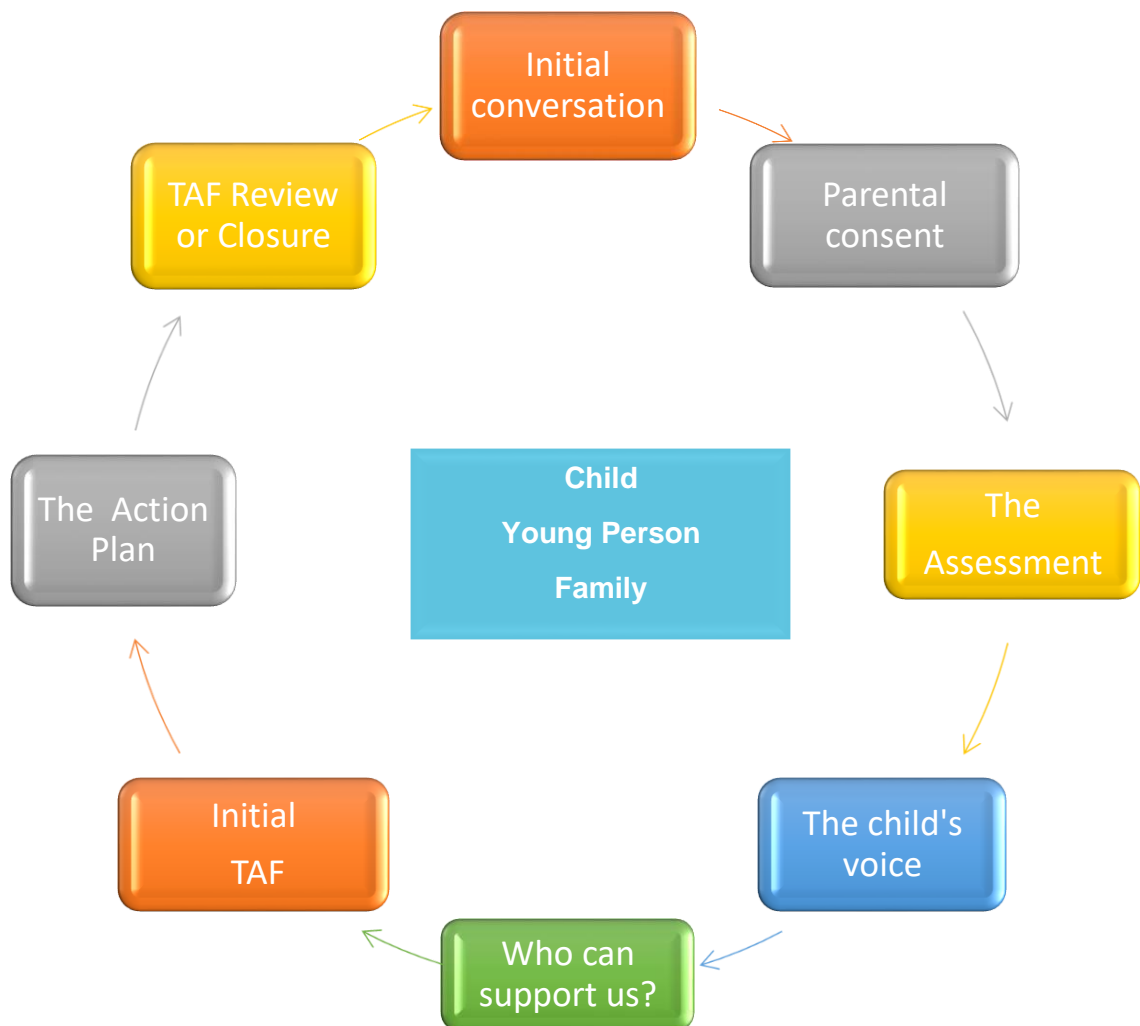
For those children and families whose needs and circumstances make them more vulnerable, or where school need the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is used.

Within the MOD and Defence Childrens Services, specialist support is achieved through undertaking an Early Help Assessment and assigning a Lead Specialist to work closely with the family to ensure they receive the support they require. School is a key partner in multi-agency work to support families

Who school may refer to:

- SSAFA Specialist Community Health Visitor
- British Forces Social Work Service
- DCS Educational Welfare Officer
- DCS Speech and Language Therapist
- DCS Senior Educational Psychologist
- CAMHS (Children, Adolescent Mental Health Service)

Early Help Specialist Support Flowchart



Section 1 Initial conversation	What is working well? What are the worries? What needs to happen? Discuss the Early Help Process and the benefits for the family? ‘MOD Professionals Toolkit - A guide for parents and carers’
Parental consent	Discuss sharing information and consent. Gather the initial details. If there is there more than one child in the family that requires support, complete the forms for all children. ‘MOD Professionals Toolkit - <i>Consent Letter</i> ’ ‘ <i>Personal Information</i> ’
Section 2 The Assessment	Working jointly with parents/carers gather information to identify needs or worries and identify what is working well. Discuss agencies presently working with the child and family. Include the information from other agencies within the assessment. Discuss the next steps. ‘MOD Professionals Toolkit - <i>Assessment Form</i> ’
The child’s voice	Listening to children and ensuring their views, wishes and feelings are included in the assessment process. Identify who is the best person to gather the child’s views and the child’s perspective. ‘MOD Professionals Toolkit - <i>Children’s Resources</i> ’
Who can support us?	Identify other professionals who may be able to provide help and support to make the changes.
Section 3 Initial Team Around the Family meeting TAF	Arrange the TAF meeting to bring everyone together to share relevant information and to create an Action Plan. The Lead Professional will be identified. ‘MOD Professionals Toolkit - <i>Initial TAF Meeting Minutes and TAF Action Plan</i> ’
Section 4 The Action Plan	This may be individual work, assessments, programmes for your child and your family. The Lead Professional will continue to work and support the family.
Section 5 TAF Review meeting	To review the Action Plan, to share information of work completed and to identify what other changes may need to happen. ‘MOD Professionals Toolkit- <i>TAF Review Meeting Minutes and TAF Action Plan</i> ’
Section 6 Closing / Transfer	Early Help is no longer required or there is a transfer to another service. i.e. Step Up to Social Care. ‘MOD Professionals Toolkit - <i>Closure / Transfer Form</i> ’

This Early Help Specialist Support process flowchart is a guide, it maybe in some circumstances the practitioner starts with the initial team around the family meeting. In all circumstances parental consent and personal information should always be gained.

School Contact

If you need to contact the School regarding any SEND matter your first point of contact should be the SENDCO – Peter Brown; 0031 455278241 or by email at british.office@afnorth-is.com

Reviewed in:	February 2023
Next review due by:	February 2025