

Early Help at Covingham Park Primary School

Working Together To Safeguard Children defines early help as:-

'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.'

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; and
- provide targeted early help services to address the assessed needs of a pupil and their family which focuses on activity to significantly improve the outcomes for the pupil.

How are children and families identified for Early Help at Covingham Park?

In our school staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed. Any child may benefit from early help, but staff should be particularly alert to a child who:-

- is disabled
- has special educational needs (whether or not they have a statutory education, health and education plan)
- is a young carer
- is bereaved
- is shows signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from education, care or home
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is mis-using drugs or alcohol themselves
- is suffering from mental ill health
- has returned to family home from care
- is a privately fostered child
- has a parent/carer in custody or is affected by parental offending
- is missing education, or persistently absent from school, or not in receipt of full-time education
- has experienced multiple suspensions, is at risk of being permanently excluded from school and in an alternative provision or pupil referral unit

What support is provided as part of the school's Early Help offer?

We have an Early Help Lead – this is our SENDCo, however our other safeguarding team members can also help with signposting. The SENDCo meet with parents to support signposting and make any referrals to any agencies needed. We can access support from the Lighthouse Team at Blue Kite Trust.

Nurture and Young Carers is offered to support our pupils. We also run a 6 week ELSA programme.

With Lighthouse, we can refer parents for a range of support and strategies for help at home and we can also refer for direct work with children.

How does the Early Help process work?

[Early help conversation and plan | Swindon Borough Council](#)

We follow the Swindon Borough Council plan for Early Help Conversations.

What is an Early help conversation?

The Early Help Conversation (EHC) and Plan is Swindon's process for supporting children, young people and families with additional needs. The aim of the EHC is to identify children and young people's needs early and provide the right help at the right time whilst keeping the family at the heart of all the planning of support.

During the discussion the worker and the family (including the child where appropriate) will consider the needs of the child or young person and take the following approach to support:

- Child First
- Think Family
- Community

The intention is for all children, irrespective of their circumstances, to have the best start in life, to grow up safe, stable and healthy, to fulfil their potential and contribute to their community.

The Early Help Conversation and Plan is part one of a process that aims to empower parents and provide a timely, graduated response to avoid escalation.

How does the process work?

The practitioner who identifies a child's needs consent from the young person, parent or carer to engage in the conversation, following which he or she coordinates an Early Help Conversation and Plan and, if appropriate, initiates a Team Around the Family (TAF) meeting.

The purpose of the TAF meeting is to bring together practitioners with the appropriate skills to meet the identified needs of the child and develop a support plan.

The parents and practitioners (and children where appropriate) will agree the most appropriate person to undertake the Lead Professional role (this is the person that will co-ordinate the support for the family through a trusted relationship). Actions will be identified and regular reviews undertaken, with the focus on a child-centred approach, positive engagement with the family, increased community involvement and collaboration between agencies.

CONSIDER...

S.M.A.R.T

S PECIFIC
M EASURABLE
A CHIEVABLE
R EALISTIC
T IMELY



C.H.I.L.D

C HILD CENTRED
H ELPFUL
I MAGINATIVE
L EARNING
D YNAMIC