

Intent

'Early help means providing support to children as soon as problems emerge, from the early years through to their teenage years, to improve family resilience and outcomes or prevent problems from escalating. This means addressing concerns proactively before they become more serious and potentially harmful'. KCSIE sept 25

Nursted Primary School recognises its legal duty to promote the well-being of children and to keep them safe. Policies are robust and applied by all members of our community. We do whatever we need to keep our children safe from harm, promote healthy happy relationships and work to give them the best opportunities to enable them to thrive.

A large proportion of our safeguarding work is through Early Help. This means that our families get the support they need; at the time they need it.

Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates. Early Help services can be delivered to parents, children or whole families, but our focus is always to improve outcomes for the child. Early help can be offered:

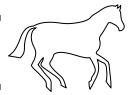
- So that problems don't arise in the first place (prevention)
- So that problems are dealt with early (early intervention)
- So that we support children, young people and their families when they are more vulnerable and have more complex or longer lasting needs eg SEND

At Nursted, we offer a range of Early Help support and during a child's time at our school, many children or their families may access some form of early help.

Recognising

At Nursted, we know our children and families well and are vigilant to recognise any small change in behaviours. Our communication systems are good and parents feel able to talk to staff members, including our Parent Support Advisor, Lisa Foster. Close links between pastoral staff (ELSA, PSA, SENCO) and SLT (including Designated and Deputy Designated Safeguarding Leads) enables discussion, triangulation and reflection in weekly meetings SLT meetings. We are able to identify those more likely to need early help. Some signs we see as indications of support being needed are:

- Changes in appearance and presentation
- Displaying disruptive or anti- social behaviour
- Changes in behaviour
- Reporting being bullied or bullying



- Increasing low level or escalating behaviours
- Poor attendance or lateness
- Changes in academic approach or results
- Poor general health and eating habits
- Showing signs of anxiety, depression or other mental health issues
- Attending First aid regularly
- Communication with parents at the gate, or contacting to say they are ‘struggling’
- Noting changes in appearance of children and /or adults
- Challenging relationships with parents or child minders
- Experiencing difficulties at home

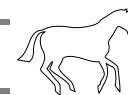
We also have a number of different ways to identify the need for early help:

- Safeguarding checks, welfare concerns and procedures
- Attendance and transition monitoring procedures in safeguarding/SLT team meetings
- Reporting behaviour concerns within our safeguarding software
- Meet and greet on the gate at the start and end of the day
- Open door policies promoted for all
- Newsletter information confirming who to speak to and encouraging communication
- Centralised point of call - PSA (Lisa Foster)
- A quiet, calm area in each classroom
- Teachers outside at the end of the day to see and communicate regularly with parents
- Teacher and teaching assistant observations and feedback
- Dojo communication point for parents
- Pupil voice
- External pupil voice and safeguarding audits ensuring staff knowledge and pupils feeling safe (and the school’s response to the information)
- Pupil progress meetings
- Pupil passports and SEND baselines and progress tracking

Responding

At Nursted, we will always talk with you to see if we can help. We may simply chat about what we have noticed. Open communication and trust are the keys to this. There is no judgement, just support for your child and you. We try to be approachable at all times and welcome communication and feedback at all times. Working together is the most important part of making sure that Early Help is successful.

It may be that a range of information may mean that we agree to start an ESA, Early Support Assessment. This is a supportive process. It involves:



- Gathering information from and about your child, family and anyone working with them
- Completing the ESA form together to identify the child's needs and what is working
- Working together with professionals to agree an action plan
- Meeting regularly to review the process and record any progress made
- Referring to other professionals and services to support where necessary

However, there are also a range of early help interventions that we can put in place such as;

- Listening to children throughout the PSHE curriculum, and in day to day learning life
- Regular check-ins with children and or parents
- Regular meetings without an ESA
- Use of breakfast club
- Safe spaces outside of the classroom
- Adult support
- Individual timetables and break time support
- Lunch club – social activities
- Whole school adult support and encouragement through weekly briefing information
- Individual ELSA work
- Individual Meet and Greet
- Regular Teacher/Parent check-ins
- Responsibilities within school
- Learning support: phonics and early reading interventions, precision teaching

We may also refer to external support and external multi- agencies

- Triple P and Time out parenting courses
- Foodbanks
- Additional services through Children's Centres/Spurgeons/ EYIT
- NSPCC & Bernado's
- Bereavement charities and websites
- Hospice outreach
- Young Carers
- Educational Psychologists
- Education Welfare Officer
- Speech and Language
- HCRG for neurological assessment (ASD & ADHD)
- Parent forums, including Wiltshire Parent Carer Council
- Alternative Provision providers: Greatwood, In2Play, Blue Sky Learning



- Internal Enhanced Provision – The Nurture room /Nest
- SISA Team – SEMH inclusion School Advisors
- Wiltshire Right Choice website for signposting and parent support groups
- SENDIAS
- Child and Adolescent Mental Health Services (CAMHs)
- Contact with MASH
- Early Help team in Wiltshire
- Other County teams where children are transferring inwards or outwards

Reviewing

Any intervention in place will be frequently reviewed through our internal meeting processes and systems. Other more formal interventions, such as ELSA or Counselling, will be reviewed every 6 weeks. SEND related interventions will be reviewed as part of the SEND monitoring systems such Provision Map/SEN Plans. These plans are shared every term. Other feedback, reflections and evaluations may be weekly or as timely as they require. The key is to plan the review process and timescales when beginning any intervention, identifying the method of communication. Learning Intervention reviews are undertaken by the subject leaders, class teachers or the SLT team. External reviews take place by the Local Authority annually, and through regular Governor visits.

Guidance

Accessing children's services – Wiltshire <https://www.wiltshire.gov.uk/article/1433/Contact-children-s-services>

Early Intervention Foundation– EIF –

<https://www.eif.org.uk/resource/what-is-early-intervention#:~:text=Early%20intervention%20means%20identifying%20and,do%2C%20before%20problems%20get%20worse.>

Early Help – NSPCC

<https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention>

Review date: September 2026