

Wolsey House Primary School

Early Help Offer



2025- 2026

Together Everyone Achieves More.

1. What is Early Help?

Early Help means providing help for children, young people and families as soon as problems start to emerge or where it is likely that issues will impact negatively on children's outcomes.

Early help...

- Is for children of all ages and not just the very young,
- Can be provided at any point of need and;
- Can be very effective in supporting a child, young person and/or their family to step down from statutory services as well as preventing the escalation of issues.
- Is important because there is clear evidence that it results in better outcomes for children.

Early help is a term that describes much of the everyday work of schools.

Early Help in Leicester

The vision of all partner organisations working with children and families in Leicester is to improve children's lives by working in partnership to raise aspirations, build achievement and protect the most vulnerable.

This is based on the belief that:

- Families and communities have many strengths that support parents as the primary carers for their children and contribute to building resilience and independence in families
- Children, young people and families develop resilience if there are protective factors in place such as: a positive relationship with an adult; good literacy and communication skills; good school attendance; and, parents in or actively seeking/ready for work
- Children's needs are best met when help is offered in a universal setting within a socially mixed group and early on when problems start to emerge
- Children and young people's needs are best met when addressed in the context of the whole family, meaning that parents/carers/siblings' needs are addressed with consent as part of a holistic and integrated Early Help response

Early help services should **support** and **strengthen** families so that they can **thrive**.

The Role of Schools

Day to Day Support

Most families, most of the time, can get on with their lives quite happily with little or no outside help. If they need help it is usually provided by universal services, such as schools. This can include the day-to-day support provided to pupils and their families by staff within the school Focused Pastoral Support

All families can have times, however, when difficulties arise and they either may not recognise it or may not know how to start putting things right. Without the right support early on, situations can easily get worse very quickly. Schools play a role in supporting families to address these difficulties through more focused pastoral support, which might include bringing in support via an external agency.

Early Help Assessment

For those children and families whose needs and circumstances make them more vulnerable, or where schools need the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is usually best. In Leicester this is achieved through undertaking an Early Help Assessment and assigning a Lead Practitioner to work closely with the family to ensure they receive the support they require. Schools should be a key partner in any multi-agency work to support families.

2. Our Commitments to the Early Help Offer

The following commitments have been agreed as non-negotiable elements to Wolsey House's Early Help

Offer. By implementing these commitments we can ensure that:

- Pupils, parents/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- It is up-to-date with local approaches to the delivery of early help support for more vulnerable families
- Helps evidence our schools commitment to the personal development and wellbeing strand of the Ofsted Framework

The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.

What	Who	Advice/Ideas for Implementation	Measurable Outcomes
<p>The Designated Safeguarding Lead (DSL)</p> <p>should have responsibility for Early Help as part of their understanding regarding the appropriate response to concerns about a child.</p>	<ul style="list-style-type: none"> • Steve Powell • Julie Cooper-Marsh • Yasin Ismail • Jacqui Hayes • Ginny Southwell • Leanne Watts • Steve Punchard • Paula Coplin • Jim Baker 	<p>Julie Cooper-Marsh has attended the ‘what is early help’</p> <p>briefing sessions to improve understanding of Early Help</p> <p>Julie Cooper-Marsh has attended Early Help Assessment (EHA) Training to improve understanding of the EHA, how to make request, learn about the Lead Practitioner role and Team Around the Family meeting</p> <p>Julie Cooper-Marsh is part of The Ambassadors’ Group for leading Early Help cases.</p>	<p>Julie Cooper-Marsh has given advice to parents and carers regarding Early Help and signposted to other agencies.</p> <p>Julie Cooper-Marsh is part of The Ambassadors’ Group for leading Early Help cases this ensures she is up to date with all the latest information.</p>

Pupils, Parents./Carers and Staff know how to access Early Help support within school

Students, parents/carers and staff should have an awareness of the schools Early Help offer and know how to access Early Help support within the school.

Awareness raising routes, and key staff who are likely to be involved might include:

Group	Suggested awareness raising routes	Key staff that will need an awareness in order to support this group
Children and Young People	<ul style="list-style-type: none"> • Assemblies • Thought of the week. • Display information on school notice boards and the website. 	Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> • Class teacher • Dining supervisor • Teaching assistant • Office staff • School nurse
Parents / Carers	<ul style="list-style-type: none"> • Include information in newsletters • Display information on school notice boards • Have copies of https://www.leicester.gov.uk/media/186710/early-help-and-prevention-offer.pdf available for parents • Induction meetings 	Any trusted adult in school e.g. <ul style="list-style-type: none"> • Class teacher • Dining supervisor • Teaching assistant • Office staff • School nurse
Staff	<ul style="list-style-type: none"> • Referred to regularly in safeguarding staff meetings • Include in staff briefings • Share this leaflet with staff • School's own Early Help leaflet provided to all staff and any volunteers in the school • Through safeguarding training • JCM to liaise with other providers where things are working well. 	<ul style="list-style-type: none"> • Designated Safeguarding Lead and safeguarding team

3. Early Help in Schools

Attendance

At Wolsey House Primary School we can offer or signpost to:	Measurable Outcomes
<ul style="list-style-type: none"> • 100% attendance rewards • Alternative provision monitoring of leave of absence requests • Attendance data monitored • Attendance manager • EWO (Educational Welfare Officers) • EWO meetings with Attendance Officer (Attendance Panels, penalty notices, PACE meetings, court) • First day calling • Texting service. • Meet and greets for specific children and families • Monitoring groups in high mobility • Monitoring attendance of vulnerable groups • Monitoring of leave of absence/holiday requests • Panel meetings • Policy for leave of absence requests • Regular monitoring • Reward charts 	<ul style="list-style-type: none"> • Overall and individual pupil attendance improves • Improvement in PA (Persistent Absence) data • Reduction in number of leave of absence requests • Reduction in number of penalty notices issues • Lateness data • Whole school targets are met • Short term improvement to the data of PA (Persistent Absence) pupils

<ul style="list-style-type: none"> • Reward good attendance. • School nurse (where there's a medical condition) • Weekly attendance trophies and stickers for classes • Wrap around care after school clubs • Meetings with reception families prior to them becoming compulsory school age 	
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Transition

At Wolsey House Primary School we can offer or signpost to:	Measurable Outcomes
Transition work with vulnerable and SEND pupils including books / photos, extra visits to the school Year 6 team/SENDCos oversee transition to secondary Extra visits/induction for vulnerable students overseen by SENDCo. EYST (Early Years Support Team) School nurse Induction Morning. Nursery and Reception - Home visits SALT (Speech and language therapists) SEMH team (Social Emotional and Mental Health) Staff meetings between year groups Support at Autumn Parents' Evening for Year 6 transition to secondary. Support for online applications by Attendance Manager if needed Support Transition programme – from Nursery to reception, Reception to KS1, KS1 to KS2 and Year 6 to Year 7 Key links with local universities Visits for prospective families Work with key partners, including Admissions, EIP, EWO Liaison between Year 6 teachers and Year 7 heads. SENDCo liaison for Year 6 vulnerable pupils.	<ul style="list-style-type: none"> • Pupils obtain a place at their chosen school • Support families with admission procedures and appeals • Family needs are met whilst awaiting placements • Smooth transition for vulnerable pupils to secondary placement.

SEMH

At Wolsey House Primary School we can offer or signpost to:	Measurable Outcomes
Bereavement Counselling CAMHS (Children, Adolescent Mental Health Service) Play Therapy Educational Psychologist Emotions in motions Fun Time 'Time out' cards School resilience champions Laura centre	<ul style="list-style-type: none"> • Pupil progress and attainment data shows improvement • Reduction in number of safeguarding disclosures • Reduction in number of high / low level behaviour incidents • Increase in pupils self-help skills • Assessments show that emotional needs e.g. Boxall Profile / Goodmans

<p>Lunchclubs Meet and greet Mentors Nurture groups Positive behaviour plans School Nurse SEMH team (Social Emotional and Mental Health) After School Clubs Staff training in ASD, Attachment disorders. Team teach / positive handling training Virtual school team MHST Service through the NHS</p>	<p>SDQ etc. are being met/catered for</p>
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Staying safe

At Wolsey House Primary School, we can offer or signpost to:	Measurable Outcomes
<p>Acceptable user policies Anti-bullying assemblies CASP Data protection procedures Drop ins Early Help response E-safety External advice Fire services assemblies Home visits Leicester City Healthy School Network Link Police Community Support Officer Monitoring of leave or absence requests NSPCC Speak Out and Stay Safe Parent workshops Family support Behaviour and Safety Curriculum PEP/LAC meetings PHSE (Personal Health Social Education) Police Presentation for Y5/6 on knife crime Prevent e.g. FGM (Female Genital Mutilation) / Forced marriages Safer recruitment procedures School nurse Sex education Stranger Danger Support groups for vulnerable students Theme weeks / days - Tracking of incidents The Underwear Rule Whole school safeguarding training</p>	<ul style="list-style-type: none"> • Increase in turn-over of families accessing Social Services Support Worker • Quality displays evidence pupils new learning • An increasing percentage of parental engagement • An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff

Supporting Families

At Wolsey House Primary School, we can offer or signpost to:	Measurable Outcomes
<p>Bereavement counselling Drop ins SEND drop ins Support with filling out forms Financial support Home visits Early Years/ Literacy / maths for parents Noticeboards Parents evenings SENDCo SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) Signposting to external agencies Signposting to training Workshops Links with colleges and universities.</p>	<ul style="list-style-type: none"> • Pupil progress and attainment data shows improvement • Uptake of support services increases • An increasing percentage of parental engagement • SEND Parenting Group proving a success

The local community

At Wolsey House Primary School, we can offer or signpost to:	Measureable Outcomes
<p>Community events – fairs, choirs, music performances Governors Link PCSO Link with fire services Links between schools – school to school support / collaboration Links with local businesses Links with local universities Supporting charities e.g. LOROS, Rainbows Links with local children’s centre Links to local places of worship</p>	<ul style="list-style-type: none"> • Families have a better understanding of the wider community • Reduction in the percentage of Anti-Social Behaviour incidents • Reduction in PCSO call outs

Curriculum

At Wolsey House Primary School, we can offer or signpost to:	Measurable Outcomes
<p>1:1 / group work Alternative provision Assemblies Booster classes/intervention groups Careers education – young apprentice club Pupil Views on the Curriculum E-safety week Y6 Warning Zone . Citizenship element to curriculum JIGSAW – PHSE curriculum.</p>	<ul style="list-style-type: none"> • % of children attending a school club • Pupil progress and attainment data shows improvement

British Values Outdoor Learning Specialised Music Teaching – drums, Taiko drums Literacy interventions Observing significant local community event Outside agencies including Sparks Theatre Festival, Road Safety Links with Si Sports PHSE Subsidised school trips / visits Theme days Charity Days.	
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Signed and agreed by

 Head Teacher Steve Powell <i>23.08.25</i>	 Chair of Governors Matthew Peatfield <i>23.08.25</i>
 SEN DCo Julie Cooper-Marsh 23.08.25	Designated Safeguarding Lead Steve Powell, Deputy Designated Safeguarding Leads. Helen King,  Julie Cooper-Marsh, Yasin Ismail, Jacqueline Hayes, Ginny Southwell, <i>23.08.25</i>