



**Heart of the Forest Community Special School**

**Early Help Offer**

**Dec 2023**

***Engage, Enrich, Inspire, together for now and the future***

**The school is committed to promoting the welfare of its students, and safeguarding them from harm.**

The purpose of Early Help is to ensure that any challenges experienced by children and their families are identified early and responded to effectively. The aim is to work together to prevent those challenges from escalating and becoming more acute. As part of our Early Help it is essential that we work collaboratively with other agencies and have an understanding of the routes to receive help as quickly as possible. In the first instance staff should discuss early help requirements with our designated safeguarding leads. They will support staff to liaise with other agencies and to set up inter agency meetings where appropriate.

Our Early Help Offer is an approach, not a service. It respects every family's right to access information to help to manage their own lives successfully, whilst guiding them to seek support from appropriate sources. Help can then be agreed as soon as concerns start to emerge. The 'Offer' is there to support all children and their families. It includes both universal and targeted/specialist services.

Our school will use the graduated pathway of Early Help and support along with Gloucestershire levels of intervention guidance to keep children safe and to help determine the level of support required for children and families. We will intervene as early as possible to prevent families and pupils reaching crisis point and the need for statutory intervention.

We will also seek advice from our Early Help Coordinator, community social worker and refer to Early Help or social care when appropriate.

To access information on Gloucestershire's offer of Early Help visit [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk).

The school's safeguarding policy should be read in conjunction with our offer of Early Help.

**Early Help in Gloucestershire**

"Early help is about Children, Young People and Families getting the right help at the right time, before issues get worse. We want all of our children and young people, including those with Special Educational Needs and Disabilities to achieve the best possible outcomes and to receive the support they need when they need it most. We now have one integrated, holistic Graduated Pathway of Early Help and Support.

The purpose of early help is to prevent issues and problems becoming serious and harmful to the child, young person, family and community. When children and families need this extra support, they need it quickly. Children and families are entitled to early help if and when they need it. It may

be provided through an increase in the levels of universal services, or services provided or commissioned in localities.”

Reference “Early Help in Gloucestershire” – Gloucestershire County Council.

<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/early-help-advice-guidance-and-support/>

### **Our core offers of early help**

#### **Our Vision and Values:**

Our vision is to:

Create relevant opportunities to build skills and knowledge through an aspirational and personalised curriculum, inspiring meaningful experiences and connections with the wider world.

#### **Family Liaison Workers**

The role of Family Liaison Worker is pivotal to the success of our Early Help Offer. All families are encouraged to engage with events such as coffee mornings, information sharing meetings, and training courses. They can be contacted for advice, information or support. They can meet with families in school or can visit the home. They can all attend meetings and co-ordinate other services who are asked to help.

#### **Curriculum**

Through our curriculum the children are taught Personal, Social, Health and Citizenship Education (PSHCE), Sex and Relationships Education (SRE) and Spiritual, Moral, Social and Social Development (SMSC) through use of the following resources:

- The Pink Curriculum from Gloucestershire Healthy Living and Learning (GHLL) and So Safe.
- Children have sex education lessons – focusing on puberty, changes and personal hygiene. Along with lessons in regarding reproduction and birth.
- Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of children from different types of family e.g. same sex parents; avoiding anti-gay derogatory language. Understanding and acceptance of others different than us, including those with different religions and beliefs.
- Through our PSHCE curriculum and visits from our partner agencies we address issues such as alcohol, smoking and illegal drugs.
- Keeping Safe – we teach children about online safety. We also make use of outside visitors such as PCSO's to deliver sessions to the whole school on online safety. We can access sessions at the Skill Zone to learn how to keep safe in different situations.
- Relationships – How to make and maintain friendships; family relationships; different types of family.
- Healthy Living – taking responsibility for managing your own health; importance of sleep; the main components of a healthy lifestyle (diet, exercise and well-being).

Some children also complete the Online Pupil Survey, through GHLL, which is then analysed and then action taken as a response to arising needs.

#### **Pastoral team**

Our pastoral team model and reinforce appropriate use of behaviour support strategies across all classes in school, and provide additional support to class teams in the event of a behaviour crisis. They have input into regulation plans, deliver identified pastoral interventions, such as lego therapy, ELSA etc and promote a Total Communication approach to supporting behaviour management. Our

pastoral team support the social and emotional development of our pupils and promote our Thrive ethos.

### **Pupil voice**

All pupils are supported to have a voice and staff ensure their voice is heard. Members of the council gather the views of the class throughout the year and report back to the Senior Leadership Team. This ensures that the pupil's voice is heard in all aspects of school life. The Council also represent the school at events linked to the community.

### **Training**

We have a dedicated staff team who are trained in: e- safety, bullying, Domestic abuse, Child sexual exploitation, Female genital mutilation, radicalisation, prevent, honour based violence, gender based violence, forced marriage, trafficking, and county lines. They know how to look for signs of each of these, and what processes to follow if and when needed.

### **Personal Development**

Where possible, the pupils' curriculum is enriched with additional activities suitable to their age and stage of development. These include:

- Rebound therapy
- Music therapy
- Hydrotherapy
- Open Theatre
- Music works sessions
- Horse-riding
- Dance
- Table cricket
- Boccia
- Drumming
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**We support our children by liaising with the following agencies where appropriate**

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| • The local authority                  | • NHS paediatric services                              |
| • The police                           | • NHS Speech and language therapy                      |
| • Families first                       | • NHS Occupational therapy                             |
| • CAHMS                                | • Social services                                      |
| • Barnardos                            | • Family information service                           |
| • Families first                       | • Early help   |
| • Forest Pulse                         | • Community social workers'                            |
| • DCYPs                                | • Educational psychologists                            |
| • School nurse                         | • Play therapies                                       |
| • Multi Agency Safeguarding Hub (MASH) | • Advisory teaching service                            |
| • GDASS                                | • PSEA (independent parental Special education advice) |
| • Mental health services               | • SENDIASS   |
| • Teens In Crisis                      |  |