



Chapmanslade C of E Primary School

Early Help Offer and Procedure

“Love your neighbour as yourself”
Luke 10:25-37

Intent	<p>Chapmanslade Primary School recognises its legal and moral duty to promote the wellbeing of children and keep them safe. School policies at Chapmanslade are robust and applied by all members of our community. We do whatever we need to do to keep our children safe, happy and comfortable to give them the best opportunities to thrive.</p> <p>A large proportion of safeguarding work we do at Chapmanslade is through Early Help. Our children and families get the support and intervention they need, at the time they need it.</p> <p><i>“Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to teenage years.” (Keeping Children Safe in Education, Sept 24).</i></p> <p>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 and whole families but our focus is always to improve outcomes for the child.</p> <p>Early Help can be offered:</p> <ul style="list-style-type: none">- 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 long-lasting needs e.g SEND <p>Providing timely support is vital because addressing a child or family’s needs early on can reduce risk factors and increase protective factors in a child’s life. At Chapmanslade Primary School, we offer a range of Early Help support and during a child’s time at our school, many of them (and their families) will access a form of Early Help.</p>
Recognising	<p>At Chapmanslade, we know our children well and are vigilant to recognise any small changes in behaviour or circumstances. We are aware of families who are more likely to need early help, but also of some of the signs that our children may benefit from early help such as:</p> <ul style="list-style-type: none">- Displaying disruptive behaviour or anti-social behaviour- Being bullied or bullying others- Having poor attendance at school- A change or regression in their academic attainment- Being involved or at risk of offending- Having poor general health- Having anxiety, depression or other mental health issues- Having a challenging relationship with parents or appearing to be unusually independent (or even dependent) from their parents- Experiencing difficulties at home <p>Aside from this, we have a number of different ways to identify the need for Early Help:</p> <ul style="list-style-type: none">- Safeguarding welfare concerns and procedures- Worry boxes and emotion check ins in classrooms- Time to talk sessions

	<ul style="list-style-type: none"> - Thrive profiling - Thrive intervention/group activities/whole class Thrive sessions - Observations - Parental concerns/parent surveys - Parent evenings and meetings - Open door policy - Pupil progress meetings - SEND passports and reviews - Attendance monitoring and procedures
Responding	<p>If we feel that a child and family would benefit from early help, we will always get in touch and discuss next steps with you. Working together is the most important part of ensuring that Early Help is successful.</p> <p>It may be that we start an Early Support Assessment (ESA) which is a supportive process. This involves:</p> <ul style="list-style-type: none"> - Gathering information from the child, family and anyone working with them - Completing the ESA form to identify the child's needs and what is working well - Working together with professional to agree on an action plan - Meeting regularly to review the process and record progress made - Referring to other professional and services to support where necessary <p>However, there are a range of Early Help interventions that may be put in place. For example:</p> <ul style="list-style-type: none"> - ELSA - Thrive - Time to talk - Play therapy - Acorn Education Trust Behaviour Support - Acorn Forest School - Meet and greet - Use of calm areas - Alternative breaks/lunch times - 1 to 1 adult support - Learning support if required <p>We also may refer to external support and external agencies:</p> <ul style="list-style-type: none"> - Triple P and Time Out parenting courses - Warminster Foodbank - Five to Thrive and addition services through Spurgeons and the Children's Centre - Barnardo's - Young Carers - Educational Psychologist - Education Welfare Officer - Speech and Language - HCRG for neurological assessments (ASD and ADHD)

	<ul style="list-style-type: none"> - Advisory teacher support through a DART - School nurse - SENDIAS - Child and Adolescent Mental Health Services (CAMHS) - Army Welfare Support
Reviewing	Any intervention in place will be frequently assessed and reviewed through a 6 week intervention plan. We will meet termly through a team around the child meeting (TAC). This meeting will involve school staff, professionals involved and parents.
Guidance	<p>Assessing children s services Wiltshire: Accessing children's services - Wiltshire Council</p> <p>Early Intervention Foundation EIF: Home Early Intervention Foundation (eif.org.uk)</p> <p>Early Help NSPCC: Early help (or early intervention) NSPCC Learning</p>

June 2025