



Speedwell Infant School

Key Early Help Offer

Speedwell Infant School recognises the importance of early help support to prevent children and families needing more intensive support and to ensure that children have the best start in life and are able to fulfil their potential. The school follow 4 identified categories of need, and offer a wide range of early help support to meet the needs of individual children.

Categories of need:

Category of need	School / specialist offer	My Concern flag
Universal services	Offer to all parents/carers and children as part of school provision as needed	None
Emerging need	Additional offer to parents/carers and children where it is identified there is a low level or emerging need that needs support	None
Developing need	Where there is a clear need for additional support for parents/carers and/or children, more bespoke support may be provided, which may include: Specialist support in school for the child Completion of an EHA and/or TAF Support from the school's Positive for Young People Early Help Officer Referral to a parenting programme Referral to the school nurse Referral to DCC Early Help support	Developing need – early intervention
Specialist support	Where a child meets social care thresholds, or has a social worker: Starting Point referral Single assessment Child in need Child protection Looked after child	Vulnerable child Vulnerable child CIN CP LAC

The school early help offer below identifies the range of support options available that could be offered depending on the level of need. Those that are offered at a universal level are highlighted in green and those that are offered at an emerging level are highlighted in yellow. Children at higher levels of need could be accessing these options as part of their wider support. All families will received this support, as appropriate. Other support will be provided as needed in accordance with the children and/or family needs.

Routines for learning
1. School readiness <ul style="list-style-type: none"> a. Promotion of the DCC 10 keys to school readiness b. Parent evening and informal communication with parents/carers c. Information, advice and support for parents/carers around toileting independence d. Information, advice and support for parents/carers around home routines, including bed time and eating routines

<ul style="list-style-type: none"> e. Additional bespoke advice and support for parents/carers around toileting independence f. Additional bespoke advice and support for parents/carers around home routines, including bed time and eating routines g. Referral to DCC children's centre ECAT support h. Referral to DCC children's centre or early help parenting programme i. Referral to health visitor j. Referral to DCC Early Help team
<p>2. Attendance</p> <ul style="list-style-type: none"> a. Information for parents/carers about the importance of good attendance b. Attendance monitoring with praise for improvements c. Daily text reminders to parents about school start time and importance of attendance d. Daily arrive on time or attendance chart for children e. Formal meeting with HT and attendance lead f. Referral to DCC Early Help team g. Prosecution
<p>3. Behaviour management</p> <ul style="list-style-type: none"> a. Consistent implementation of the school's behaviour regulation policy b. In school bespoke reinforcement of golden rules and learning characteristics c. Individual behaviour management plan d. Involvement of the DCC behaviour support teacher e. Involvement of the Educational Psychologist f. EYSEN, GRIP or TAPS funding and additional staffing support in class g. Access to nurture group h. Access to ELSA support i. Access to Behaviour Box support j. Support from the Positive for Young People Early Help Officer k. Referral to DCC Early Help team
<p>4. Cognition and learning</p> <ul style="list-style-type: none"> a. Quality first teaching and careful monitoring of progress over time b. Early Talk Boost or Talking Tables c. In class additional interventions/support d. Bespoke targeted interventions and support through the graduated approach e. Referral to speech therapist and deliver of speech therapy programme in school f. SENCo support for class staff g. EY inclusion, GRIP or TAPS funding and additional staffing support in class h. DCC SSEN support for class staff i. Involvement of the Educational Psychologist
<p>Social, emotional, health and wellbeing</p>
<p>5. Social and emotional needs</p> <ul style="list-style-type: none"> a. Celebrating individual successes and achievements b. Modelling and supporting play and interaction between children c. Bespoke targeted interventions and support in class, eg kind hands activities d. Additional playtime support e. Access to nurture group f. Access to ELSA support g. Support from the Positive for Young People Early Help Officer h. Referral to DCC Early Help team
<p>6. Mental health needs</p> <ul style="list-style-type: none"> a. School PHSE programme b. Access to nurture group c. Access to ELSA support d. Involvement of the Educational Psychologist

<ul style="list-style-type: none"> e. Advice from/referral to school nursing team f. Advice from the CAMHS specialist community adviser g. Referral to CAMHS services
<p>7. Physical needs</p> <ul style="list-style-type: none"> a. Information, advice and guidance for parents/carers around healthy eating options b. Information, advice and guidance for parents/carers around tooth brushing c. Information, advice and guidance for parents/carers around physical activity d. Additional bespoke information, advice and guidance for parents/carers around healthy eating, tooth brushing, physical activity e. Bespoke support and advice around head lice f. Referral to the health visitor or school nursing team g. Support from the Positive for Young People Early Help Officer
<p>8. Bereavement</p> <ul style="list-style-type: none"> a. Access to ELSA support b. Signposting parents/carers to appropriate information to support their child c. Signposting parents/carers to appropriate information for adult support d. Support from the Positive for Young People Early Help Officer

Key interventions which link to any safeguarding concerns will be recorded on My Concern. Other interventions will be recorded as needed using normal school records.

The relevant flags on My Concern will be used to flag up any child identified as developing needs or specialist support as appropriate.