

St Mary's Catholic Primary School

Early Help Arrangements 2023/2024

St Mary's Catholic Primary School Senior Leadership Team and Governing Body have taken the decision to continue not to re-pool funding under the auspices of the Early Help provision. St. Mary's has put in place arrangements to ensure that all pupils are entitled to be considered for, assessed and supported via the provision of Early Help Services.

Provision for Early Help Services

We have an extensive range of support available in school; Mrs N Brown, Head Teacher, is the Designated Senior Lead for Safeguarding, and is supported by the Deputy Safeguarding Leads, Mr Downing, Deputy Headteacher and Miss Salt, Family Support Worker. Mrs Loizou is our Safeguarding Governor.

We have a Wellbeing Team consisting of Mrs Brown, Mr Downing and Miss Salt as Safeguarding Leads as well as Mrs Kelly, our Pupil Wellbeing Mentor and Mrs Price our Special Education Needs Coordinator and Looked After Children Coordinator. This team has been created to work with our children and families in times of need, in line with the Catholic mission and ethos of our school. Mrs Brown is responsible for the leadership of the Wellbeing Team and oversees the referral process, interventions and record keeping procedures.

Our pastoral system is firmly established and rigorous both in relation to safeguarding and the nurturing support offered to all of our pupils and families on a daily basis.

The Designated Senior Lead and contact for Starting Point and other external referrals is:

Mrs Nicola Brown

Headteacher and Designated Safeguarding Lead

St. Mary's Catholic Primary School, Cross Street, Chesterfield, S40 4ST

01246 232170

In the event that Mrs Brown cannot be reached, please contact:

Mr Downing or Miss Salt

St. Mary's Catholic Primary School, Cross Street, Chesterfield, S40 4ST

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1. Confirmation of Early Help Responsibilities

I can confirm that St. Mary's understands said responsibilities and that as a school we carry out our duties in ensuring the effectiveness of Early Help Services for students in accordance with the requirements of the Children Act 2004 and within the statutory guidance "Working Together 2015". In summary, these are to:

- Identify children and their families who would benefit from Early Help using the DSCB thresholds.
- Undertake an assessment of the need for Early Help using the DSCB approved Early Help assessment.
- Ensure provision of targeted Early Help services to address the assessed needs of a child and the family which focuses on activity to significantly improve the outcomes for the child. This involves the use of evidence based interventions as set out by the Early Help Intervention Foundation (www.eif.org.uk/how-do-we-know-early-intervention-works/)
- Share information on that provision which is consistent with the child's welfare and with due regard to confidentiality.
- Practitioners working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need.
- Practitioners will continue to develop their knowledge and skills in this area and will have access to training.

We will continue to use the statutory guidance and the Threshold Guidance issued by the Derby and Derbyshire Safeguarding Children Boards in all of our work towards meeting the responsibilities outlined above.

2. Identification and assessment of the needs of our children and families.

All internal referrals will be made to the Head of the Wellbeing Team. The Wellbeing Team will assess each referral and deploy support accordingly, in line with DSCB thresholds guidance.

External referrals triaged via Starting Point or raised by another individual or organisation can be made directly to Nicola Brown, Alex Downing, Nikki Salt or a member of the Wellbeing Team (see contact details above).

3. Delivery of Services

Following assessment and where Early Help needs are indicated, we will deliver targeted support according to identified need as appropriate in relation to attendance issues, behavioural support, CAMHS referrals, signposting of appropriate DCC services including

independent carers advice, medical support, Police and related services including Youth Offending Teams and Probation Service.

The Head Teacher and Deputy Head Teacher are responsible for children with additional needs including those who have complex Level 3 needs which meet threshold for statutory involvement. Nothing will change in terms of our responsibilities towards these young people and our liaison with external agencies to provide specialist assessment and co-ordination according to "Child in Need" Section 17 of the Children Act 1989.

Thus, the school will be responsible for providing assessment, services and appropriate liaison and communication for children with:

- **Level 1 Low Level Needs**- Universal Services (No change).
- **Level 2 Emerging Needs**- Early Help Services (Change- School rather than MAT).

There is no change required in the identification, communication, monitoring, liaison and Multi-Agency approaches for children with:

- **Level 3 Complex or Serious Needs.**
- **Level 4 Child Protection Concerns.**

4. Manage and Quality Assure the arrangements.

The Head Teacher or nominated colleague in her absence will have the following responsibilities:

- To co-ordinate and lead core and linked staff, and a range of specialist and external services in the delivery of support to children, young people and families within our school community.
- To line manage core staff.
- To embed and facilitate early intervention and approaches across the school community.
- To allocate tasks, including lead professional roles, according to needs and priorities.
- To oversee and review cases, plans and risks.
- To ensure that staff have access to and use local information about services and sources of support.
- To embed integrated practice within the Wellbeing Team and its stakeholders.
- To ensure that information sharing and recording for all team cases is rigorous.
- To promote safeguarding responsibilities in adherence with policy.
- To ensure Performance Management of the Wellbeing Team.
- To ensure liaison and partnership building with local stakeholders.

Self-evaluation extends across all areas of the school, including inclusion and safeguarding, and the Early Help will be covered in this remit. Quality Assurance will engage students,

their parents/carers and staff across the school. We will report to the Governing Body within a schedule that meets their requirements on a regular basis.

All records of staff training will be maintained and case reviews, time management between referral and action and evidence of impact, in particular, of our work across caseload will be monitored, recorded and reported to appropriate stakeholders.

5. Sharing of Information

- We will pay due regard to all requirements under the auspices of the Data Protection Act, the Children Act 1989 and any other appropriate legislation as we do currently, including *Keeping Children Safe in Education*
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- We recognise that effective sharing of information between professionals and local agencies is of paramount importance for effective identification, assessment and service provision. We also recognise that the outcomes of enquiries and serious case reviews where poor information sharing has contributed to ineffective safeguarding of children.
- Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- No professional should assume that someone else will pass on information which they think may be critical to keeping children safe. If a professional has concerns about a child's welfare, then they should share the information with the local authority and children's social care.

6. Complaints

In the event that an individual wishes to make a complaint regarding the Early Help Provision provided by St. Mary's Catholic Primary School, we advise that the complaints policy on the school website is followed appropriately:

<https://www.st-marys.derbyshire.sch.uk/policies>

Conclusion

We recognise the importance of continuing to work with colleagues across the authority to ensure the very best support and safeguarding of our children and families. We are fully committed to the holistic education of our young people being inextricably linked to academic excellence and religious formation. We have taken this decision in order to

improve the progress our school community can make so that all children can reach their God-given potential and let their light shine.

Mrs N. Brown

Head Teacher

September 2023