

Mill Green School Early Help Provision

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, G.P, Dentist etc.

All children and families may have low levels of need but require some support from time to time. Mill Green recognises this and we support our students and families when difficulties arise. We may provide in school support i.e behaviour support, parenting advice, counselling, health advice or for specific medical issues, referrals to relevant agencies, signposting. The list is not finite.

If things aren't right at home, please come and talk to us – Mill Green has an **Early Help Offer**. Providing early help to the students and families of Mill Green School ensures that we promote effective support as early as possible. Early help means providing support as soon as a problem emerges, at any point in a child's life.

At Mill Green School, we pride ourselves on knowing our student well; we are alert to the welfare needs of our learners and are vigilant regarding situations in which we can provide our young people and families with support. We are always happy to help where we can, or try to find the right agency that can best support your needs.

If you decide you'd like some help, the person you talked with will ask if they can share details of your conversation. You need to be happy with this and give your permission. This is to make sure the people who will be supporting you are able to do a good job for you and understand the journey you and your family have been on.

Sharing information

There may be times when the person you have talked to has to share information. This includes:

- > if they think a child is at risk of harm
- > if they think an adult is at risk of harm
- > if they think the information could help prevent or detect a serious crime

Children Social Care / Children with Disabilities Team won't get involved unless one of these things happens, unless the circumstances in your family change and become more serious or you agree to / request a referral for support.

Attendance

Indicators

- Some identified learning or physical disability needs, requiring support
- Issues around punctuality
- Persistently absent from school (less than 90% attendance) or concerns about lack of progression in elective home education
- Failure to meet age and or development related educational expectations
- Not always engaged in learning – poor concentration/low motivation/interest
- May have a caring role for a family member which is affecting attendance
- Limited access to books/toys, play
- Number of school moves
- Language and communication difficulties
- Not in post 16 education/employment or training
- Parent not encouraging / facilitating attendance

School Offer

- 100% attendance rewards
- Weekly House Attendance Awards
- Attendance data is monitored by assigned staff (Headteacher, Deputy Head's, KS4 / 5 Managers, Pastoral Team.
- Regular reporting to Governors around attendance
- Family Support officer who works with families around attendance concerns
- First day calling
- Home visits for attendance concerns requiring investigation
- Monitoring groups in high mobility or absence requests
- Personal attendance plans e.g. for pupils who are of concern
- Weekly Class Rewards for good attendance and punctuality
- School nursing service / CAMHs / Willis House referrals for medical conditions, including mental health difficulties, that affect attendance
- Bespoke Timetables / Phased Return in collaboration with student / parents

Measurable outcomes across key stages:

- Overall and individual pupil attendance improves
- Improvement in PA (Persistent Absence) data
- Reduction in number of leave of absence requests
- Lateness data shows reduction in number of interventions
- Enjoys & participates in learning activities
- Has experiences of success & achievement
- Sound links with school / home working in partnership
- Whole school targets are met

Transition
School Offer
<ul style="list-style-type: none"> ➤ Extra visits / induction for vulnerable students to their new school ➤ Transition Meetings key staff, parents, other professionals involved before entry to school. ➤ Shared information from school to school / college ➤ Invites to and CIN / LAC / CP meetings before starting at Mill Green to be aware of any issues / concerns ➤ Managed Transition visits ➤ Induction Days ➤ SALT (Speech and Language Therapists) reports and targets transferred between schools ➤ Liaison with SENCOs from other schools to pass on records and information about pupils on the SEN Register ➤ Transfer of CPOMS information in line with STAR Protocol ➤ Transfer of Safeguarding Information ➤ Transition programme with designated link teachers ➤ Visits / meetings for prospective families ➤ Work with key partners ➤ Induction with key staff
Measurable outcomes across key stages
<ul style="list-style-type: none"> ➤ Smooth & Seamless transition will be achieved ➤ Students obtain a place at Mill Green or their chosen College / Provision Post 19 ➤ Family needs are met whilst awaiting placements ➤ Sound links with school / home working in partnership

Social, Emotional and Mental Health Needs
Indicators
<ul style="list-style-type: none"> ➤ Some insecurities around identity expressed Low self-esteem/self-confidence, feelings of worthlessness ➤ Families affected by parental ill health or parent in custody (absent parent) ➤ Vulnerable to emotional difficulties perhaps in response to life events such as parental separation ➤ e.g. child seems unduly anxious, angry or defiant for their age ➤ Unsure or unable to disclose sexual orientation ➤ Strong negative gender identification and roles Unexplained change in peer group – can be dominated ➤ Parents have some conflicts or difficulties that can involve and impact the children ➤ Has experienced loss of significant adult e.g. through bereavement or separation ➤ Parent has physical or mental health issues ➤ Poor mental health impacting on day to day functioning ➤ Decline in personal care ➤ History of abuse ➤ Child to adult abuse ➤ Parents ability to provide for the needs of disabled child ➤ Family attitudes that rationalize or minimise offending ➤ Caring responsibilities ➤ Child depressed, alone, anxious or feeling unhappy/misunderstood ➤ A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings

- Significant and or enduring mental health difficulties, and or accessing tier 4 mental health services
- Finds it difficult to cope with anger, frustration and upset
- Persistent Disruptive/challenging behaviour at school or in community
- Cannot manage change
- Unable to demonstrate empathy
- Repeated episodes of self-harm
- Demonstrates significantly low self-esteem in a range of situations
- Little social relationships outside the home

School Offer

- Counselling service for school staff
- Qualified Mental Health First Aiders in school
- ALGEE approach to Mental Health (**A**pproach, **A**ssess, **A**ssist, **L**isten without judging, **G**ive help and advice, **E**ncourage outside support, **E**ncourage support in school)
- Bereavement counselling available to pupils
- Referrals to Willis House Adult Therapy Team
- Referrals to CAMHS (Children, Adolescent Mental Health Service)
- Referrals to TAZ / Catch 22
- School links with Barnado's counsellor
- Referrals to Educational Psychology Service
- Family Support worker support for a variety of mental health needs
- Support from Social Emotional and Mental Health Team
- Pastoral Support Staff
- PD sessions
- Wider Staff training in Mental Health First Aid / Wellbeing
- Access to Virtual School Team for Looked after Children

Measurable outcomes across key stages:

- Pupil learning data shows improvement
- Reduction in number of safeguarding disclosures
- Reduction in number of both high and low level behaviour incidents
- Increase in student's self-help / care skills
- Students demonstrate appropriate responses
- Good sense of self and abilities
- More able to adapt to change
- Demonstrates empathy to others
- Few if any exclusions
- Self-esteem / confidence improves
- Reduction in Self Harm
- Better relationships with others
- Physically & emotionally healthy

Health

Indicators

- multiple/complex needs
- Life limiting condition
- Palliative/end of life care
- Teenage pregnancy (dependant on age and support required)
- Some missed health appointments
- Over or underweight / poor diet / serious dental decay
- Concern about developmental progress e.g. underweight/overweight/bedwetting/soiling
- Minor concerns re: diet/hygiene/lack of sleep
- Low level or emerging experimental drug and alcohol misuse Smoking
- Low / medium risk sexualised behaviour
- Chronic health condition (e.g. diabetes, epilepsy)
- Poor mental health impacting on day to day functioning

School Offer

- Sensory curriculum offer in school
- Specialised staff
- Links / referrals to therapy teams
- Linked professionals Care Plans / Therapy Plans
- Links to Specialist Nursing Teams
- Referrals to CAMHS / Willis House
- Moving & Handling Team in school
- School Medication Team
- Training in pump / bolus feeds and other specialised areas
- Community Paediatric Clinics
- Pastoral Staff
- Family Liaison Staff
- Family Nurse Partnership Support / Specialist Midwives
- Reminders and support with appointments
- Referral to dietician
- Referral to YPDAAT
- Referral to Social care / Transition Team
- School Risk Assessments & identified support
- Bespoke Timetables / Phased Return in collaboration with student / parents
- Work sent home where appropriate
- Regular communication with Parents & other professionals involved

Measurable outcomes across key stages:

- Physically & emotionally healthy
- Able & comfortable to communicate any health issues / concerns
- Appointments attended and issues addressed
- Good diet & exercise
- Sexual activity is age and developmentally appropriate
- Improved attendance
- Students feel safe in school.

Staying Safe

Indicators

- Some evidence of inappropriate responses and actions
- Starting to show difficulties expressing empathy
- Can find managing change difficult
- Can be over-friendly or withdrawn with strangers
- Age or developmentally inappropriate appearance, language and or behaviour
- Concerns a young person has an older boy/girlfriend
- Responds inappropriately to boundaries/constructive guidance
- Engagement with services is poor
- Parental decisions affecting child safety
- Current or previous parent/carer relationships where there has been abuse but appropriate action has been taken
- Parental stresses starting to affect ability to ensure child's safety
- Concerns about historical abuse
- May be subject to neglect
- Some exposure to dangerous situations in the home or community including online violent and/or extremist websites or influences
- Can behave in an anti-social way in the neighbourhood e.g. petty crime
- Persistent Disruptive/challenging behaviour at school or in community
- Family attitudes that rationalize or minimise offending
- Parent not offering good role model e.g. behaving in an anti-social way
- Risk of and vulnerable to sexual exploitation, including online communications and access to pornographic material
- Child is at risk of Child Exploitation due to vulnerabilities
- Professionals have concerns e.g. parental drug/alcohol misuse and its impact on parenting capacity

School Offer

- Relevant policies and procedures e.g. Safeguarding, Child Protection, Behaviour, Special Educational Needs and Disability, Anti-Bullying, GDPR (General Data Protection Regulation) in place
- Safeguarding Team
- Behaviour Team
- Independent Travel
- Medication Team
- support for students & staff mental health and well-being
- Anti Bullying week activities / questionnaires
- Zones of regulation
- Mindfulness activities support from qualified Mental Health First Aiders
- Advice point and Early Help response through Family Support Worker
- Assemblies on themes around staying safe e.g. 'Stranger Danger' 'Anti-bullying'
- Care plans for vulnerable pupils and individual healthcare plans for pupils with medical needs
- 'Bikeability' programme for road safety
- PEEPs (Personal Evacuation Plans) and Risk assessments for vulnerable pupils
- E-safety policy and procedures and filtering system
- Home visits for families of students
- Link PCSO (Police Community Support Officer)
- Parent advice / information
- PEP (Personal Education Plan) and LAC (Looked After Children) review meetings
- PSHE curriculum
- Prevent issues awareness and training for concerns around radicalisation

- FGM (Female Genital Mutilation), CSE (Child Sexual exploitation), Forced marriages awareness and training
- Tracking, recording of incidents e.g. through CPOMS
- Whole school safeguarding training
- 7-minute briefings for staff
- Referrals to social care / Therapy teams / TAZ / Catch 22 /

Measurable outcomes across key stages:

- Greater awareness of bullying within the community and a zero tolerance approach to bullying incidents
- Increase in turn-over of families accessing Social Services / Family Support Worker
- Welfare and neglect issues on Social Services caseload is reduced
- All staff have signed and are adhering to the AUP (Acceptable User Policy)
- Internet access monitored at home
- Quality displays evidence pupils' new learning and promote 'resilience' vocabulary / school drivers
- 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 (2 years – DSP and 3 years – all staff)

The Local Community

School Offer

- Community events e.g. school fairs, Greenstock, Christmas Market
- Community Gardening Group
- Local / wider community visits
- Donations from community
- Community Links such as Fire, PCSO (Police Community Support Officer), Sports and local businesses
- Religious groups
- Supporting charities & Role Models
- Transition Event – Post 19 providers
- Access to Mill Green facilities

Measurable outcomes across key stages:

- Families have a better understanding and feel part of the wider community
- Increase in offer of work placements
- Families have a better understanding of available Post 19 options
- Reduction in the percentage of Anti-Social Behaviour incidents
- Inclusion / relationships with other community members
- Access to good universal services in the community

Supporting Families

Indicators

- Parent or carers own physical, learning or mental health needs are beginning to impact on their ability to provide appropriate care
- Family struggling to access universal services
- Requires advice on parenting issues
- Inconsistent responses to child by parent(s)
- Parent/carers offers inconsistent or distorted perspective of boundaries
- Child is not often exposed to new experiences
- Lack of routine in the home
- Unstable family environment
- Parents have some conflicts or difficulties that can involve and impact the children
- Has experienced loss of significant adult e.g. through bereavement or separation
- Parent has physical or mental health issues
- History of abuse
- Child to adult abuse
- Parents ability to provide for the needs of disabled child
- Child depressed, alone, anxious or feeling unhappy/misunderstood
- A child/young person is taking on a caring role in relation to their parent/carers, or is looking after younger siblings

School Offer

- Signposting to Bereavement counselling
- Curriculum / Enrichment Activities / Extra Curricular Activities i.e. residential
- 1:1 sessions re anger management
- Identified adult in school to offer support
- Mental Health First Aid Team
- School-based full time Family Support Worker
- Support for form completion including financial support and housing
- Parents evenings / Open Evenings / Open door policy
- Pastoral support from Family Support Worker
- SENCO support for families
- Signposting to IASS (Information Advice Support Service)
- Signposting / Referrals to appropriate external agencies and training
- Family Support advice & Information

Measurable outcomes across key stages:

- Pupil learning data shows improvement
- Uptake of support services increases
- Secure attachments & good family relationships
- Good sense of belonging
- Reduction in number of DNAs (Did Not Attend) to appointments
- An increasing percentage of parental engagement

The Curriculum

School Offer

- Innovative Curriculum Offer
- Some Individual Bespoke Curriculum offers
- Access to one-to-one support, paired and group work where needed
- Curriculum Access / Intervention
- Gifted and Talented sessions
- Themed Work / Assemblies
- Interventions for vulnerable pupils
- Local & wider community visits
- Independent Travel
- Work Experience
- Vocational Tasters / options
- Leisure Options
- Citizenship and PSHE delivery
- Inter-school events
- Reward Systems
- Behaviour Curriculum
- Safeguarding Curriculum
- Topics and themes driven by pupils' aspirations, relevance to both own culture and the local area, key questioning and development of language skills
- Access to school library

Measurable outcomes across key stages:

- Increase in percentage of students attending enrichment / vocational activities
- Increase in students accessing community facilities
- Increase in access to new experiences / opportunities
- Students encouraging of others achievements
- Increase in students with realistic / achievable aspirations
- Pupil learning data shows engagement / improvement