

Early Help Offer

At DTA, we believe in identifying concerns about a pupil early on to avoid unnecessary escalation to more a serious safeguarding level.

Early help is an approach and not necessarily an action. It includes prevention education as well as intervention. We use a continuum of levels of need and response (in line with Manchester's Safeguarding Children's Board) which is a good guide to ensure we provide the right kind of response according to the needs of pupils and families:

Level 1: Universal: Pupil or family whose needs are being met, or whose needs can be met by universal services e.g. by school, GP, health visitors, school nurse.

Level 2: Universal+: Pupil or family with additional needs that can be met by a single agency providing additional information, support and guidance, or by signposting to an additional agency. E.g. Education Psychologist, speech and language therapist, physiotherapist, housing.

Action: Consider an Early Help Assessment (EHA) and contact the Early Help Zone of Help and Support Manchester (Manchester City Council webpage) for further information and advice. Signpost family to Help and Support Manchester/SEND local offer.

Level 3: Pupil or family that needs a coordinated programme of support from more than one agency i.e. multi-agency.

Action: Complete an EHA. An EHA must be undertaken to identify and show evidence of the level of need, and to plan the holistic multi-agency response. This is done with parental consent via a Team Around the Family meeting coordinated by the nominated lead professional. If the family refuses consent, you should contact an Early Help Co-coordinator. If you have any safeguarding concerns, ring Contact Centre, Manchester on 0161 234 5001. Visit/Signpost to Help and Support Manchester/SEND local offer.

Level 4: Pupil or family who requires intensive and coordinated support for complex issues via Targeted Services/ Early Help Hubs, and/ or where support at Level 3 has not improved outcomes. An Early Help Assessment (EHA) should have already been completed, but has not improved outcomes.

Action: Contact your Early Help Hub, which will advise if a Statutory Assessment is required.

Child in Need (s17) Some CIN will be well supported and have their needs met at Level 4 without the requirement for Social Work Intervention. Other CIN will have more acute needs and will require Social Work support within Level 5. There will be social workers within the Early Help hubs who will screen and escalate cases where the threshold for Sec 17 assessment and intervention is met.

Level 5 (s47) Pupil at risk of or suffering from significant harm due to compromised parenting, or whose needs require acute services or care away from their home Statutory/Specialist Assessment

Action: If a child is in immediate danger, then an urgent referral should be made to the police. Otherwise, urgently refer to the MASH on 0161 234 5001 where practitioners can access specialist advice on safeguarding concerns. You must follow up the referral in writing in 48 hours.

Visit/Signpost to Help and Support Manchester/SEND

Early help depends on parents' willingness to work with us. There are many ways we can help:

The **welfare of the pupil is paramount**. At DTA we place the welfare of all pupils as our priority. We want to enable pupils to enjoy and maximise the many opportunities we provide for a well-rounded, exciting and challenging education with us, where they can develop and thrive as young people and prepare for a successful adult life. When children's welfare suffers, for whatever reason, their chances of success and enjoyment of life are limited.

1. **Through the curriculum.** All pupils receive PSHCE lessons regularly, where they learn about personal welfare, physical health, well-being and citizenship. The PSHCE curriculum is supported by weekly whole school themes which are explored in assemblies and in form time with Form Tutors as part of their weekly Form programme. All subjects include aspects of safeguarding and PSHCE in the curriculum, to endorse and reflect the learning in PSHCE lessons.
2. **Trained staff.** All our staff receive regular and up to date training on safeguarding issues e.g. forms of abuse, online safety, child sexual exploitation, female genital mutilation, radicalisation and extremism, and more.
3. **Staff responsibility.** All our staff are responsible for promoting the welfare of pupils, identifying and acting on concerns they may have about their welfare, and will never ignore a concern, no matter how seemingly small it may appear. We record any concerns we may have about a pupil and our records are stored securely and are confidential.
4. **Staff involvement.** Form Tutors are the first and daily regular contact for a pupil and we expect that good relationships are built between Form Tutor and pupils. Pupil Support Managers support individual pupils if the Form Tutor raises a concern, and the Head of Year manages and leads the Year group to ensure that pupils' needs are met, and potential can be fulfilled through excellent attendance and punctuality, behaviour and achievement. The Safeguarding Team ensures that the right support is in place for pupils and they meet regularly with the Heads of Year to ensure good communication within school, and to decide together on how best the needs of pupils can be met. Our SEND team provides support for pupils and parents as required. E.g. They may visit a primary school and meet with parents prior to transition to us. Our Designated Looked After Children Teacher (SENDCO) will meet regularly with social worker, pupil and carer to discuss welfare through means of a Personal Education Plan (PEP) however, all staff take an active role in supporting pupils. Key staff meet regularly to co-ordinate communication and support about pupils.
5. **Range of professionals.** Sometimes pupils benefit from some extra support from someone who is expert in a particular area. Currently at DTA we provide regular support for some pupils from our Education Consultant (emotional, behavioural), our Educational Psychologist, Speech and Language Therapist, school nurse.
6. **Visiting speakers, workshops and enrichment.** We are constantly developing our human resource 'bank' of outside agencies and support services. We regularly invite people in to speak to and work with pupils on a range of welfare topics. We provide a wide range of opportunities for pupils to participate in activities and trips which develop their confidence, raise aspiration and motivation and give them new experiences.
6. **Pupil leadership and voice.** We encourage pupils to empower themselves and each other by taking on leadership responsibilities which involve supporting other pupils and improving the school. We allow opportunity for pupils to share their views and experiences and have their say, so we can learn about their needs and wishes and how we can make the school a

better place for them. We encourage pupils who are vulnerable to speak to their peers as a source of help and advice. Pupils in leadership roles receive training from staff.

7. **Useful information and sources of help.** We provide pupils with a range of resources a websites relating to welfare and safeguarding topics such as online safety, anti-bullying, grooming, abuse of any kind. We have leaflets in our library, a 'concern' box and a text messaging service that pupils can use 24 hrs a day to contact school. Direct support from any staff if course available throughout the school day.

8. **Meetings with parents.** We believe that building positive relationships and working with parents is crucial to ensuring the health and well-being of pupils. We are always available to meet with parents. Sometimes we make home visits if it is not possible for parents to come into school. We may suggest single agency support e.g. bereavement service, family support service, counselling.

9. **Early Help Assessment.** Sometimes a single agency is unable to meet the needs of a pupil, and at this point we would contact our Early Help Hub in Manchester to request further support. With the parent's consent we would complete an EHA with them via a 'Team Around the Family Meeting' which would determine whether the pupil's needs could be met by multi-agency support. A lead professional would be appointed to be the key worker for the pupil and family. If needs become much more acute after an EHA plan has been put in place, a specialist or statutory assessment may need to be put in place, and it is likely that a social worker will be assigned.

Referral to Children's Social Care. If we have concerns that a pupil may be at risk of harm or has been harmed, we will make a referral immediately to Children's Social Care, or ring 999 in case of an emergency.