

Early Help Offer

At Stoke by Nayland C of E Primary School we understand that from time to time life can have complications. These may be times when you need some extra help and support. To support you and provide guidance at such times we have an Early Help Offer.

What support do we offer?	In our family orientated, small school environment our staff work together to support families in a manner that they are comfortable with. A strength of our school is that we have an 'open door policy' and our staff will always be willing to listen, provide support and guidance or help you to seek advice as necessary on a range of concerns.
What sort of concerns might families share with us?	Families are free to share a wide range of issues such as behaviour management, concerns over illness, bereavement, online safety, domestic difficulties - in fact, any concerns which you are worried might be having a negative impact on your child or children
Who should you initially raise a concern with?	We work as a team at our school and, initially you may want to raise the concern with a member of staff you feel you know well or, are most comfortable approaching. Depending on the nature of this concern, it may then be referred to the Headteacher or another senior member of staff to help decide the best course of action.
What might we offer in response to your concerns?	<p>Support may be offered for your child within the school. This might take then form of:</p> <ul style="list-style-type: none"> • Pastoral support sessions with a teaching assistant (TA) could work in a range of different ways such as; playing games, sharing books or art therapy, to help your child feel safe and secure and give them the opportunity to have dedicated 1:1 time • Working in a group to develop social skills • Assisted playtimes to help with behaviour and social interaction • Support from the local vicar with bereavement concerns • Support and guidance to individuals, groups and parents covering a range of situations that might arise, such as online bullying & internet safety. • Work with our therapy dog (from January 2019) • A modified timetable to take account of a special need • Booster work with a teacher or TA to support catch-up learning in maths, reading or writing • Finger gym to support fine motor skills • Gym trail to support gross motor skills • A meeting with the Headteacher or whichever teacher you feel most comfortable with to discuss initial concerns • Assisted places at Early Starters Club • Support for extra-curricular clubs • Support for uniform purchase • Support for school trips
Who might the school refer to for extra help?	<ul style="list-style-type: none"> • Speech and Language therapist • Educational Psychologist • Children and Young People's Services • Young Carers • Education Welfare Officer • The School Nurse • SENDAT

	<ul style="list-style-type: none"> • CAF
Who might the school 'signpost' you to for further support?	<ul style="list-style-type: none"> • GPs • Citizen's Advice Bureau • School Nurse • Young Carers • Charities who can offer support • Housing Association • Riding for the Disabled
How might the support be managed?	<p>This will depend on the nature of the concern or worry and the support being offered and whether it was formal or informal support.</p> <p>If the support is from our own resources within school, typically we would want to record what the support was and have a simple record of progress over the time the support was offered.</p> <p>Some forms of support may require recording on IEP's (Individual Education Plans) and there may also be the need for a risk assessment.</p> <p>Work with outside agencies may require more formal recording and evaluating of progress.</p> <p><u>Time scales:</u></p> <p>These vary considerably, but with many interventions a block of 6 weeks support could be offered and then there would be a time of review to see if there has been a positive impact.</p> <p>In other cases the support may be shorter or longer.</p>
How will our pupils learn to keep themselves safe?	<p>Our curriculum is organised so that many general aspects that may cause children to worry are covered in a natural and supportive environment. For example, the PSHE curriculum covers themes such as friendships, bullying, puberty, peer pressure, internet safety, what to do if you are worried or feeling sad.</p> <p>We also have additional support from outside agencies including NSPCC.</p>
Safeguarding procedures	<p>Safeguarding is a priority for our school. All staff have safeguarding training and know how to respond appropriately to worries or concerns from children or adults. There are two fully trained Safeguarding Leads and a Named Safeguarding Governor.</p> <p>Safeguarding is taken very seriously at our school and, most often involves working with families to improve circumstances and enable their children to thrive.</p>
For further information please refer to our school policies which are either available on the website, or a paper copy can be requested via the Office	<p>Related policies:</p> <ul style="list-style-type: none"> • Child Protection and Safeguarding • SEND • Accessibility Plan • Attendance • PSHE