

Early Help Statement

Birchwood Community High School

Policy owner (Name):	Angela Clark
Policy owner (Job Title):	Acting Designated Safeguarding Lead
Governing body oversight:	Full Governing Body
Date of Review:	September 2024
Date of next review:	September 2025

“Early Help is intervening early and as soon as possible to tackle problems emerging for children, young people and their families, or with a population most at risk of developing problems. Early help can be at any development or age milestone in a child or young person’s life.”

The purpose of early help is providing early intervention and support to families to prevent things escalating and getting worse. Any professional working with your family such as schools, health services, or in voluntary sector organisations can offer early help services. An Early Help Assessment must first be completed to identify the needs of your family so that appropriate support and intervention can be put in place. Early help works best when there is a holistic approach to the family and there is a joint approach by professionals to deliver targeted support. Support via early help can be offered at level 2 and level 3 on the continuum of need below.



Early help support available in school can include:

Pastoral Manager and Deputy Pastoral Managers

- Collaborative working with partner primary schools around safeguarding and attendance
- Pastoral Support Plans offering targeted multi agency intervention.
- Early Help Assessments and referrals into appropriate services.
- KS2/KS3 transition visits to identify vulnerable learners and to inform support packages.

Mental Health Support Team

- To offer support to learners where an emotional health issue has been identified both in Birchwood Community High School.
- To deliver specific programmes in areas such as worry management, anxiety and low mood provide young people with skills to manage and promote positive mental health.
- To refer/ discuss cases with other mental health services including CYMPHS and St Josephs.

The Ancora Centre

- Delivering additional literacy and numeracy skills through specialist teaching to identified cohorts of young people.
- Emotional literacy support delivered by our Emotional Literacy Support Assistant (ELSA)
- Speech and Language sessions identified by the Speech and Language Therapy Team (SALT).
- Inclusion support via the inclusion room. This room can be used as a graduated response to additional needs. This may be for reasons such as anxiety, SEMH needs, reintegration support after a long absence linked to ill health, poor mental health or emotional based school avoidance (EBSA).
- Additional transition visits for targeted groups KS2-KS3

Year Teams

- To provide mentoring support around a range of needs including self-esteem, self-confidence, attendance, behaviour and friendship skills.
- Providing a point of contact for parents/carers to discuss engagement and progress, including supporting with attendance barriers.
- To establish links with relevant external agencies.
- To provide colleagues with relevant knowledge of young people to maximise their engagement and progress.

The School Nurse – Anne Plant

- To discuss in confidence, any concerns about a child or young person's health.
- To provide health advice to help young people make positive health choices.
- Working with, and referring to other professionals.
- Supporting young people who have particular medical needs and providing training for education staff to help manage these needs.