



THE PARKSCHOOL



Early Help for Students and Families at The Park School

What is Early Help?

The purpose of Early Help is to prevent issues and problems becoming serious to a child or young person, and their family. We offer a range of Early Help support, at any point during a student's time with us from admissions to when they leave us in Year 11.

All children, young people and families are entitled to receive Early Help.

What sort of concerns might parents/carers share with us?

Any concerns which might have a negative impact on their family. For instance:

- Bereavement and loss
- Behaviour management
- Housing concerns
- Financial worries
- Domestic abuse, drugs, alcohol, ill health, or crime

What might Early Help for students and families look like?

- Access to uniform
- After School Club
- Wellbeing Intervention e.g. ELSA
- Addressing any barriers to attendance
- Supporting with any paperwork and forms
- Providing information and signposting to services in the local area.
- Completing referrals to relevant outside agencies e.g. Children's Services, MindWorks, Speech and Language Therapy and Occupational Therapy.
- Access to workshops and resources on the school's website.
- Young Carer's referral
- TAF (Team Around the Family) meetings to share information and to create a solution focused plan that will support the needs of the student.

Advice and support provided to families is confidential, however, any safeguarding concerns will be managed in accordance with our school's safeguarding policy.

Who provides Early Help at school?

We operate an open-door policy. Parent/carers can talk to someone who they are familiar with – a Tutor, TA, the Headteacher, Deputy head, SENDCo, or any member of the school staff team. At all times, all staff should consider if there is any offer of Early Help that we can make to help a child thrive.

Where advice from another professional is required, (see further information below on p4), the school will either make a referral or signpost the family.

There are a number of meetings which take place regularly where we discuss student concerns. These include:

Type of Meeting	Frequency	Staff Present
Safeguarding Team	Weekly	Designated Safeguarding Lead Deputy Designated Safeguarding Leads Mental Health Lead SENDCo
Pastoral Year Team	Fortnightly	Year Leader Form Tutors Class Teaching Assistants
Wellbeing Intervention Review	Half termly	DSL DDSL SENDCo ELSAs

These meetings allow us to identify which students and families might benefit from Early Help and the best type of support depending on need.

Surrey Effective Support Windscreen can help us to assess what level of support is needed.



Wellbeing Intervention

We have three trained ELSAs who have regular supervision from the educational psychology service. We also have two members of staff trained in Drawing & Talking and four trained in Lego-Based therapy. They can offer support through 1:1 or small group sessions. If staff or parents/carers request wellbeing intervention, this will be reviewed by the DSL and SENDCo. Parental consent will be sought before sessions take place.

Staff at The Park School also liaise with other agencies and people within the local community. The table below details some organisations that can support children, young people, and their families.

Help Intervention	Summary of Intervention
Mental Health Support Team (MHST)	The school can request a consultation with the MHST to discuss a student who is presenting with behaviours that are impacting negatively on their learning or school life. The educational psychologists will offer advice and strategies to use with the young person.
School Nurse	Our school nurse works across several schools. We can refer a student to them for advice and support on areas such as healthy living, weight management, periods, self-care etc.
MindWorks	The SENDCo Team can refer students to Mindworks for support with mental health or for further investigation if you think your child might be neurodiverse.
YUVA	YUVA (Young people using violence/abuse) works with young people aged 11 to 18 who have used violence or abuse towards their parents/carers. We can support a referral on behalf of a family.
Young Carer Support	We can support with referrals into the Surrey Young Carers services.
External Agency Support	We work closely with external agencies to access additional support where appropriate, for example, family support workers, social workers, and local police.

<p>Keeping Children Safe in Education (KCSIE)</p>	<p>Keeping children safe in education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.</p> <p>It is essential that everybody working in a school or college understands their safeguarding responsibilities.</p> <p>Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of the guidance.</p>	<p>KCSIE makes it clear that ALL staff should be aware of their local Early Help processes and understand their roles in keeping children safe. In addition, this statutory document makes it clear that any child may benefit from Early Help. All staff should be particularly alert to the potential need for Early Help for a child who:</p> <ul style="list-style-type: none"> • Has special educational needs (every student at The Park School); • Is a young carer; • Is showing signs of being drawn in to antisocial or criminal behaviour; • Is frequently missing/goes missing from care or from home; • Is misusing drugs or alcohol themselves; • Is at risk of modern slavery, trafficking or exploitation; • Is in a family circumstance present challenges for the child; such as substance abuse, adult mental health problems or domestic abuse; • Has returned home to their family from care; • Is showing early signs of abuse and/or neglect; • Is at risk of being radicalised or exploited; • Is a privately fostered child.
<p>Prevent – Extremism and Radicalisation</p>	<p>Prevent is safeguarding and supporting those vulnerable to radicalisation.</p>	<ul style="list-style-type: none"> • All staff have completed their Prevent Awareness training within the last two years. The DSL is the Prevent Lead for the school and has completed the Prevent training for awareness, referrals and Channel.
<p>Child Sexual Exploitation</p>	<p>Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection. Children and young people are often tricked into believing they're in a loving and consensual relationship so the sexual activity may appear consensual. This is called grooming and is a type of abuse. They may trust their abuser and</p>	<ul style="list-style-type: none"> • All staff at The Park School have been trained to identify early cases of child sexual exploitation. At school we will use the CSE screening tool if we have concerns.

	not understand that they're being abused.	
Female Genital Mutilation and Honour based violence	Female Genital Mutilation (FGM) is an illegal operation under the Female Mutilation Act 2003 and is a form of child abuse.	<ul style="list-style-type: none"> • All staff have received training on FGM and in relation to other forms of 'honour-based violence'. Staff know how to identify if a child may be at risk. They know the signs to look for and most importantly how to refer, following the school's safeguarding procedures. It is a mandatory responsibility of all staff members to report any suspicion of FGM to the police.
Student Voice	Students who can communicate verbally are encouraged to speak about any concerns they have to a member of their tutor team, safeguarding team, or a trusted adult in school. If they cannot communicate verbally, they may use alternative methods such as writing or drawing.	<ul style="list-style-type: none"> • In lessons children are taught to speak openly about their emotions. Students know the staff take all their concerns very seriously. • Student surveys ascertain if they feel happy and safe • Online safety assemblies are delivered to all students • Our school council meet termly with our DDSL/SENDCo • The D/DSLs meet social workers and other agencies on a daily basis • Students safeguarding displays are around school with key messages and contact numbers on
Attendance	Attendance is monitored daily in line with the attendance policy. Individual intervention is provided to support families where attendance is below 90%.	<ul style="list-style-type: none"> • Contact is made each day a student is absent. • If a child has not been seen by staff for five consecutive school days, then we will arrange a home visit or online call.
Safeguarding	Safeguarding is the actions staff take to promote the welfare of our students and protect them from harm. Safeguarding underpins everything we do at TPS.	<ul style="list-style-type: none"> • All teachers and staff know how to identify and report concerns, via staff training on induction and through regular safeguarding updates. • Child protection hard files are kept securely in the DDSL office. • The school follows 'missing from education' guidance. • All new staff complete a safeguarding induction. • The DDSL is also the SENDCo and the Designated Teacher for looked after children. • All staff have read Keeping Children Safe in Education (Part 1).