

GHES Offer of Early Help	
Last updated:	May 2024
Date of next review:	May 2025
Member of staff responsible for the policy:	Elaine O'Shaughnessy
Dissemination of the policy:	Management Committee, staff, website

Statement of Intent

Early Help is defined as ('Working Together to Safeguard Children', DfE ~ Mar 2015):

"Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years."

Our Rationale for Early Help

At GHES we recognise the challenges all families face and that everyone needs help at some time in their lives. This is why it is so important to us that we offer Early Help at the first possible opportunity to enable us to effectively support our children and families so as to bring about the best possible outcomes for them. We also believe that early interventions for children or families, in many cases, will prevent children from experiencing harm, enabling us to maximise the safeguarding of all our pupils.

If there are times when families need extra help and support, we encourage them to come and talk to us. Our inclusive ethos and environment aims to promote trust between students, staff and parents/carers. As with everything we do, we do not have one set way of supporting families, we offer bespoke support, catering to the diverse needs of our students and their families. There are many ways in which we can help as outlined in this offer of Early Help.

The diagram below shows the range of needs at different levels. We use this graduated approach to make sure we provide the best support for different families' individual situations.



Safeguarding at GHES

At GHES we believe that safeguarding is everyone's responsibility. Our Headteacher, Beth Warren, is the Designated Safeguarding Lead (DSL) and is supported by Deputy DSLs. All staff receive annual safeguarding training, as well as regular updates through continuous professional development. Any new staff receive the full safeguarding training as part of their induction.

In Keeping Children Safe in Education 2024 it makes it clear that ALL staff should be aware of their local Early Help process and understand their role in it. In addition, this statutory document makes it clear that any child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for Early Help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking, being radicalised or exploited;
- Is showing early signs of abuse and/or neglect;
- 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 a privately fostered child.

Key Personnel for Safeguarding

Designated Safeguarding Lead (DSL)	Beth Warren (Headteacher): beth.warren@gloucestershire.gov.uk Tel: 01242 532363
Deputy Designated Safeguarding Leads (DDSL)	Elaine O'Shaughnessy: elaine.o'shaughnessy@gloucestershire.gov.uk Sarah Evans: sarah.evans2@gloucestershire.gov.uk Emma Stevenson: emma.stevenson@gloucestershire.gov.uk Ruth Britten: ruth.britten@gloucestershire.gov.uk Trudi Scott: trudi.scott@gloucestershire.gov.uk David Rumsey: david.rumsey2@gloucestershire.gov.uk Lauren Clark: lauren.clark@gloucestershire.gov.uk Tel: 01242 532363
Management Committee member with responsible for Safeguarding	Meg Dawson: admin@cashesgreen-pri.gloucs.sch.uk Tel: 01453 763598

Our Offer of Early Help

All GHES staff must be aware of the GHES offer of Early Help and at all times staff should consider if there is any offer of Early Help that we can make in order to help a child thrive. The coordinated GHES offer of Early

Help is outlined in the table below. We also liaise with other agencies and people within the local community.

GHES Early Help offer	
Staff who are safeguarding trained	<p>All staff and members of the Management Committee receive regular ongoing safeguarding training. In addition, we have a team of 6 Deputy DSLs to support the DSL. New staff receive training as part of their induction.</p> <p>All staff are constantly vigilant and know how to report any concerns they have. If they have any concerns about a child's immediate safety then they will contact the Front Door.</p>
Online / e-safety	<p>Our students spend much of their time online, so it is crucial that we ensure they are safe and engage in appropriate online behaviour. Our online safety curriculum is included through weekly PSHE lessons for all students as well as other lessons, including link tutor sessions where appropriate for individuals. All staff receive dedicated online /e-safety training and GHES is a member of National Online Safety</p> <p>Our link tutors encourage and support families to create a 'family agreement' in which families agree clear expectations and boundaries around safe and responsible internet use. They provide parents with a checklist to help protect their children and decrease the risks they face online.</p> <p>Advice and guidance is given to parents at initial visits and via our weekly parent bulletin.</p> <p>At GRH there is regular e-safety focus / lesson updates shared with pupils in GRH. Pupils sign consent to adhere to the safe use of IT equipment and the internet, inline with the E-Safety policy.</p> <p>Parents also sign to agree to supervise their child whilst accessing educational material.</p>
Bespoke curriculum – blend of learning opportunities	<p>Right from the outset our curriculum is personalised according to the needs of a student. Depending on the health, age or ability of a student, they receive a blend of online, face to face, one to one or small group lessons. The number and length of sessions is also dependent on the medical condition and how much they are capable of accessing. A student's timetable is regularly reviewed to reflect the progress (or deterioration) in their health. This could be reflected in the number of lessons increasing (or decreasing), or changing the way lessons are delivered, e.g. from online lessons to a student coming into our classroom for a small group lesson.</p> <p>At GRH long-term and recurrent pupils follow their own school curriculum. Short-term and more temporary pupils follow the School Room daily timetable.</p>
Monitoring attendance	<p>All attendance is monitored and regularly reviewed. Absence is followed up and where students struggle to attend, we offer support to help them access when they are well enough. For example, this could be through changing the time of lessons, how the lesson is delivered, or the length of a lesson.</p>
PSHE & Wellbeing	<p>Our comprehensive PSHE and RSE curriculum is tailored to the needs of our students. It develops their understanding of how to keep themselves safe. It</p>

	<p>also broadens their understanding of strategies to develop their resilience, their awareness of their mental health and approaches to keeping their life healthy. All students have a weekly timetabled PSHE lesson delivered by our PSHE team of teachers. Students are encouraged to join small group sessions in our classroom which further encourages and develops peer interaction, reducing isolation and improving emotional wellbeing.</p> <p>At GRH, there is a Wellbeing Friday timetabled for all pupils well enough to engage while in GRH. PSHE / Wellbeing can be delivered impromptu as required or if requested by medical staff / parents and carers.</p> <p>Yoga and Mindfulness, Pottery, British Sign Language and Art are part of Wellbeing Friday at GRH.</p>
Link tutor role	Each child is assigned a link tutor when they join us, who is their key point of contact whilst with GHES. The link tutor provides a pastoral role; meets regularly with each student; supports his/her emotional wellbeing; liaises with staff and other professionals; and plans and prepares them for the transition back to school.
Therapeutic Play	We are fortunate to have one of our teachers qualified as a therapeutic play specialist and who works with primary pupils at GHES. Therapeutic play supports the emotional wellbeing of children by using play and creative arts media, in a nondirective way, to help them explore their experiences and express their feelings.
Wellness Mentor	We have a Wellness mentor who helps young people to build life skills, confidence and resilience. This might be through some mindful crafting; yoga; outdoor walks in nature; creating an exercise or nutrition plan to suit students; helping with sleep hygiene; or just having a chat.
Connect	Our weekly 'Connect' group is an opportunity for our students to meet in a more informal classroom setting. Students can talk, share interests and learn about the world we live in. It encourages and maintains healthy relationships and helps build confidence and self-esteem.
Engagement Teacher	When some students join us, they have been out of education for a long time and their ill-health means that they are not ready to engage in learning. We have a dedicated teacher who work students with complex engagement needs to support and prepare them to access learning with GHES.
Arts Award & other extra curriculum opportunities	Providing opportunities for students to come into our classroom for the Arts Award, or other extra-curricular activity, offers a creative outlet, that not only promotes wellbeing, but also encourages peer interaction and reduces isolation, positively impacting students' mental health.
GHES Support Plan	At the initial visit, when a student joins us, a Support Plan is created for them. As well as key background medical, personal and academic information, this working document identifies the needs of each student and prioritises the outcomes they will work towards on their journey towards reintegration. Support plans are regularly reviewed and updated by the link tutor and case manager.
Graduated Pathway	Where additional support is required, we use a graduated approach employing an 'assess, plan, do, review' cycle of support. Students can move on (and off)

	our SEND register where they benefit from a more formalised plan of support in the form of a My Plan Plus or EHCP, which involves multiple needs and co-ordinated multi-agency working.
My Transition Needs	When they leave GHES, all student have a one page profile documenting their transition needs. This includes student voice and highlights necessary strategies, triggers and signs support is needed; with the aim of achieving a smooth and successful transition to their educational setting.
Teaching & learning reviews	Where teachers have concerns over a student's progress or engagement, a Teaching and Learning review is called, in which the student's teachers, link tutor and case manager share work and strategies and a plan of support is devised.
Safeguarding case reviews	Regular case reviews are held for students where there are any safeguarding concerns. Concerns are discussed by the DSL, DDSLs and link tutors with strategies and actions decided.
Mind of My Own	Student voice is crucial to the way we support our students. The Mind of My Own (MOMO) app allows students to share their thoughts and feelings whenever and how often they like, ensuring their voice is listened to.
The Music Works	At GRH as part of their Wellbeing Friday, a member of The Music Works joins the teaching staff to provide music therapy either at the bedside, on the ward or in the classroom.
AV1 robots	<p>Our small AV1 robots enables a student to partake in education and social opportunities at school whilst they are recovering at home. The AV1 sits in the classroom whilst the child, who operates the robot from an Ipad, joins in lessons by listening, watching the teacher, asking questions and participating in discussions. It can even be taken out at playtimes, so a child can chat to his/her friends. This has proven hugely beneficial in reducing isolation and maintaining links with schools and friends.</p> <p>At GRH, AV1 robots are used as a means of inclusion. It enables children who would otherwise be unable to socialise (due to isolation or not being allowed to be in the classroom at the same time (cystic fibrosis etc) and engage in lessons which they might otherwise miss.</p>
ICT equipment	When a student joins GHES our learning technologist will assess the need for additional ICT equipment they will need to access their learning. GHES is able to loan ICT equipment for students for the duration of the time they are with us.
Signposting to other services	We recognise the value in multi-agency working when supporting our children and their families. If we identify needs that can be better met through external sources of support, we will refer to other agencies or organisations. We then liaise and work closely with other professionals involved in the best interests of the child.

