Early Help at Wombridge Primary School

Attendance
Primary Offer
• 100% attendance rewards • Attendance data is monitored by assigned staff • Attendance Briefing with the local authority and other schools • 'Lates' letters home treated as a measure of disadvantage • Letters home at 95% attendance, followed up by warning letters • EWO (Educational Welfare Officer) attends weekly meetings with assigned staff • DSL and Pastoral Team works with families around attendance concerns • First day calling • Home visits for attendance concerns requiring investigation • Monitoring groups in high mobility or absence requests • Parent contracts for pupils who are persistently absent • Weekly Class Rewards for good attendance and punctuality • School nursing service referrals for medical conditions that affect attendance
Measurable outcomes across key stages:
• Overall and individual pupil attendance improves • Improvement in PA (Persistent Absence) data • Reduction in number of leave of absence requests • Reduction in number of penalty notices issues • Lateness data shows reduction in number of interventions • Whole school targets are met

Transition
Primary Offer
• Extra visits / induction for vulnerable students to their new school • Family Support meetings with Health visitors / school nurse, EYST (Early Years Support Team) for vulnerable pupils in the Early Years Foundation Stage before entry to school • Induction Days • Pupil Passports and other records passed from school to school • SALT (Speech and Language Therapists) reports and targets transferred between schools • Safeguarding & Inclusion Manager liaises with DSL's/SENCOs from other schools to pass on records and information about pupils on the SEN Register • Support for online school applications for parents • Transition programme with designated link teachers e.g. for pupils with special educational needs or disability • Visits for prospective families
Measurable outcomes across key stages
• Pupils obtain a place at their chosen school • Support for families with appeals • Family needs are met whilst awaiting placements

Social, Emotional and Mental Health Needs
Primary Offer
• Senior Mental Health First • Referrals to Primary Social, Emotional and Mental Health Team (Trail Blazer) • Referrals to BeeU • Referrals to Educational Psychology Service • Safeguarding and Inclusion Manager, Pastoral Team support for a variety of mental health needs • ELSA support in school • Lego Therapy, Build to Express, Drawing and Talking, Yoga, Exercise and other inventions in school

- Staff training in ASD (Autism)
- Access to Virtual School Team for Looked after Children

Measurable outcomes across key stages:

- Pupil learning data shows improvement
- Reduction in number of safeguarding disclosures
- Reduction in number of both high and low level behaviour incidents
- Increase in pupils self-help skills
- Few if any fixed term exclusions
- Assessments show that social, emotional, mental health needs are met e.g. through Boxall Profile, SDQ

Staying Safe

Primary Offer

- Relevant policies and procedures e.g. Safeguarding, Child Protection, Special Educational Needs and Disability, Child on Child Abuse, GDPR (General Data Protection Regulation) in place
- Daily mindfulness across the whole school
- Mindful music playing during teaching and learning
- Advice point and Early Help response through Family Support Worker
- Safeguarding Champions, Pupil Ambassadors, Sports Leaders, Pupil Voice
- Assemblies on themes around staying safe
- Care plans for vulnerable pupils and individual healthcare plans for pupils with medical needs regularly monitored and reviewed
- 'Bikeability' programme for road safety
- EVOLVE system to ensure safety on school trips
- PEEPs (Personal Evacuation Plans) and Risk assessments for vulnerable pupils
- Access to support for families living with domestic violence
- Access to support for families living with alcohol or drugs abuse
- E-safety policy and procedures and filtering system
- Home visits and Safe and Well Checks
- Link PCSO's (Police Community Support Officer)
- PACT workshops
- PEP (Personal Education Plan) and LAC (Looked After Children) review meetings led by designated safeguarding teacher
- PSHE curriculum (through Jigsaw PSHE scheme)
- Literacy Champion (English Lead)
- Prevent issues awareness and training for concerns around radicalisation
- FGM (Female Genital Mutilation), CSE (Child Sexual exploitation), Forced marriages awareness and training
- School nurse drop-ins and referrals
- Tracking, recording and analysis of incidents e.g. through CPOMS
- Whole school safeguarding training

Measurable outcomes across key stages:

- Greater awareness of bullying within the community and a zero tolerance approach to bullying incidents
- Increase in turn-over of families accessing Social Services / Safeguarding & Pastoral Team
- Welfare and neglect issues on Social Services caseload is reduced
- All staff have signed and are adhering to the AUP (Acceptable User Policy)
- Quality displays evidence pupils' new learning and promote 'resilience' vocabulary / school drivers
- An increasing percentage of parental engagement
- An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding

Supporting Families
Primary Offer
• Induction meeting with Headteacher and Safeguarding and Inclusion Manger • Curriculum days • School-based Pastoral Support Team • Support for form completion • Home visits / Safe and Well checks • Parent Drop-In's • Pastoral support from Safeguarding & Inclusion Manager and Pastoral Team • SENCO support for families of children with special educational needs or disability • Access to SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • Signposting to external agencies and training e.g. BEAM, PODS, STARS, SEND Local Offer
Measurable outcomes across key stages:
• Pupil learning data shows improvement • Uptake of support services increases • Reduction in number of DNAs (Did Not Attend) to appointments • An increasing percentage of parental engagement

The Local Community
Primary Offer
• Community events e.g. school fair • Donations from community e.g. sponsored events • Governor with responsibility for developing community links • Community Links such as Fire, PCSO (Police Community Support Officer), Sports and local businesses • Supporting charities
Measurable outcomes across key stages:
• Families have a better understanding of the wider community • Reduction in the percentage of Anti-Social Behaviour incidents • Reduction in PCSO call outs

The Curriculum
Primary Offer
• Themed Assemblies • Interventions for vulnerable pupils • British Values and PSHE delivery • Personal Development opportunities • Topics and themes driven by pupils' aspirations, relevance to both own culture and the local area, key questioning and development of language skills • Boosters clubs • Wrap Around and Sports Club provision • Graduated approach to SEN
Measurable outcomes across key stages:
• Increase in percentage of children attending a school club • Pupil learning data shows improvement • Pupils receiving the right support