Cavendish Church of England Primary School

Early Help Offer 2020-2021

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

What we mean by Early Help

Early help is a form of targeted activity, with a specific action or actions being put in place to address a defined issue or combination of issues. Effective early help relies upon us all working together, providing local support as soon as a problem arises at any point in a child's life, from early years through to the teenage years and into early adulthood.

Providing early help is more effective in promoting the welfare of children than reacting later on.

Early help is about stopping problems escalating. By identifying emerging problems, sharing information with other professionals and targeting assessed need, positive outcomes for children, young people and their families are increased. It relies on accurate early identification of difficulties and early action which is targeted and evaluated. It can involve intensive intervention or lighter touch support and is usually based on a clear support plan, with identified actions, responsibilities and outcomes, which is then reviewed.

Accessing Early Help Support at Cavendish C of E Primary School

At Cavendish C of E Primary School we are fully committed to developing the whole child. This means that in addition to ensuring academic and sporting progress, we support the development of a child's responses to the world around them and their interaction with others. In addition to a robust teaching curriculum of PSHE, within school each child chooses a named adult with whom they would feel most comfortable discussing any issues or concerns. Children's feedback including views on emotional health and well-being are sought termly.

The whole child approach includes all aspects of a child's life including social, emotional and mental health issues; physical needs; health; home life; friendships; attachment and nurture. We operate an "open door" policy where families and carers are encouraged to come and discuss any concerns about their child. We support Maslow's hierarchy of needs which ensures children's basic needs and a sense of safety and security are in place before children are able to access learning and develop further.

Support may include:

- Time with your child's named adult, class teacher or SENDCO
- a targeted support programme for use at home / school following a meeting with your child's teacher
- before and after school clubs
- wellbeing support including access to Forest Schools
- targeted friendship and wellbeing focus group (10 week course)
- access to an on-site trained Mental Health First Aider
- access to additional support focus groups with trained SENDCOs
- access to school nursing team
- access to OneLife Suffolk health and wellbeing support
- signposting to parenting support eg Triple P
- support for children in receipt of Free School Meals regarding residential visits, school visits and ensuring inclusion of access to the curriculum
- support from the Education Welfare Officer
- signposting to single support services
- signposting to young carers
- signposting to mediation & therapy
- support from County Inclusive Support Services (CISS)
- referral to multi-agency support networks via CAF (common assessment framework)

A CAF may be useful if your child is experiencing a range of difficulties; these might be around their emotional wellbeing or around their behaviour in the home or the local community. Most often it is when there is a combination of difficulties. Usually, if the only difficulty you and your child are experiencing is around your child's behaviour at school, a CAF is not appropriate.

If you or your child are experiencing any difficulties, concerns, anxieties or family concerns, we would encourage you to be pro-active and make an appointment with your child's class teacher to discuss ways in which we can support your child together.