

King Edward VI School - Early Help Offer

At King Edward VI School, we recognise the importance of early help to offer support to meet the needs of our students.

Early Help is everybody's responsibility: together we will make sure that children, young people, and their families are safe, happy, and ready for school, work, and life's challenges.

Early Help means better outcomes for children and families. Effective Early Help can resolve problems before they become overwhelming and require reactive services. Early Help enables children to be ready for school and more likely to achieve their full potential.

We recognise the importance of working with families in supporting young people and although support within school is tailored to meet their individual needs, the following is a summary of potential interventions.

Early Help Intervention	Summary of intervention
Form Tutor	Students have an allocated form tutor who they see daily and is their first point of contact for any issues. Parents also have email access to their tutor and are encouraged to liaise with them as required. Tutors are responsible for overseeing the academic and pastoral wellbeing of their group, and liaising with other staff within the school as required to ensure that the appropriate support is in place as soon as a need is identified.
Head of Year	Students have an allocated HOY who can work with students on prioritising academic subjects, working on mapping revision and ensuring that provision is in place to make the best academic progress. This includes supporting the student pastorally and signposting access other help if needed.
Pastoral Support Managers	Every student has access to a non-teaching Pastoral Support Manager (PSM) linked to their year group. The PSM will offer tailored support to meet their pastoral needs, works closely with outside agencies and will signpost for further support as appropriate.
Safeguarding Team	The school has a Senior Designated Safeguarding Lead, and a team of 5 trained Deputy Designated Safeguarding Leads. This includes a dedicated non-teaching Safeguarding Officer to support concerns made by staff, visitors, and students within school hours.
Attendance Officer / Education Welfare Service	Daily attendance checks and monitoring for patterns of behaviour. Truancy contact made with parent/carers. Parents are encouraged to discuss difficulties with getting their child into school regularly with the Pastoral Team including Tutors and the Education Welfare Service will provide advice and support where required.
Study Club	A space for quiet study with computers available to complete homework, where Teaching Assistants are on hand to support with guidance and resources. Monday – Thursday in the Library until 5pm.

Parent Newsletters	A weekly Parent Newsletter is distributed which includes school information, updates, and resources. Parent Newsletters also include information about local services, resources and agencies for students and parents/carers to access. This also includes a relevant topical safeguarding snapshot.
Learning Support Hub (SEND)	A student has special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for them. King Edward VI School considers that a student has a learning difficulty or disability if they have a significantly greater difficulty in learning than many of their peers. When a student, parent or adult identifies that a young person may have a SEN(D) need, the Learning Support Team will be notified. A meeting will be arranged and the APDR cycle will begin. If a student requires wave 2 or wave 3 interventions, which are additional to or different from that of their peers, they are placed on the schools SEN register. This is a live document, and it is constantly updated. A student will be added to the additional needs register if they have slightly different needs from many other students their age, but do not need additional or different support to reach age-related expectations.
Deaf Resource Base	Deaf students will access mainstream lessons with their hearing peers and have 1-1 sessions in the resource base. Deaf students are supported in class by a dedicated member of the DRB so that they can access the curriculum alongside their hearing peers. This support can be via BSL, SSE or language modifying. There is a resident Teacher of the Deaf who will create bespoke interventions and support packages to enable deaf students to; access the curriculum, develop social understanding, improve their expressive and receptive vocabulary and to develop any other areas of weakness/difficulty. Assessments of vocabulary, reading ability, emotional wellbeing are carried out to establish baselines which will then be used to measure progress alongside the school's tracking system. Deaf students are also supported with their hearing technology and can have minor issues fixed in the resource base. Close contact with audiologists also allows for timely support if there is a fundamental issue with the technology.
Academic Interventions	Subject specific interventions to improve learning outcomes and reduce any gaps in knowledge may be provided to targeted students.
Online Safety	Students are educated on the risks of Online Safety throughout the curriculum, and regular assemblies and workshops are in place to highlight new and developing concerns related to the digital world. We have filtering and monitoring systems in place within school. Where a concern is raised regarding a student's inappropriate use of social media or technology, 1-1 work regarding risks and keeping safe online is completed.
Information Advice and Guidance (IAG)	All students have access to a Careers Co-ordinator, access to our careers platform; Xello, open events and a programme of post 16 information and guidance. Students also have access to an independent Careers Advisor on a Tuesday either through an invite only 1:1 meeting or through a drop-in session. Years 10/11 and targeted students can also have 1-1 meetings to support their individual needs. All students have access to the Gatsby Benchmarks.

Senior Designated Mental Health Leader	Senior Leader in school leading on the school's mental health strategy including PSHE provision. Pilot scheme for referred anxious students running currently called 'Mindfulness.' Assemblies, Drop Down Days, and tutor resources planned with the PSHE Co-ordinator. Further provision is considered based on student feedback.
Mental Health Support Team	Workshops targeting low level anxiety, exams stress provided either by invite or by drop ins. Students can also be referred via the Pastoral Support Managers for 1:1 support. A whole school mental wellness strategy is also being devised with support of the clinicians on the MHS Team.
Suffolk Emotional Wellbeing Service & 4YP Counselling	<p>Working closely with 4YP counselling services within school. Students can be referred for a short-term intervention if required to support their emotional wellbeing.</p> <p>When students need a longer term or more significant provision to improve their mental health and wellbeing we signpost or refer through The Suffolk Emotional Wellbeing Hub.</p> <p>Referral Form (mayden.co.uk)</p>
School Nursing Team	<p>School nurses are available on a weekly basis with both referral and drop-in appointments to see students with medical or wellbeing needs who either self-refer or are referred by staff.</p> <p>School Nursing Referral - Suffolk Council</p> <p>School Nursing Service - Suffolk County Council</p>
Specialist Education Services (SES)	<p>The Specialist Education Services (SES) are comprised of the following services:</p> <ul style="list-style-type: none"> • Cognition & Learning • Communication & Interaction • Sensory & Physical • Social, Emotional and Mental Health • Whole School Inclusion <p>They work together to support schools and children with SEND in a variety of ways, including support for children with visual and hearing impairments, dyslexia, behaviour needs, communication difficulties and others.</p> <p>Any member of staff can request SES assistance. They can also attend a 20-minute ISM to discuss a student.</p>
Bespoke Timetable	Some students may be offered a short-term bespoke, regularly reviewed timetable to meet their individual needs on a case-by-case basis. This could also be combined with education from home (if appropriate) for a fixed period using either Ed Lounge (Ed Class+) or Remote Robots.
Alternative Provision Programmes	The school accesses a variety of internal and external alternative provision programmes to support the engagement of students in mainstream education. Typically, these are short term provisions.
Suffolk Pupil Support Framework (SPSF)	A school-based programme to support individual students to manage their behaviour to successfully access their education.

Study Support	Study Support is a provision for Key Stage 4 students who require additional support in class. Study Support is a timetabled lesson where students will have one literacy, one numeracy, one speech and language and one catch up lesson. Students will have access to BKSB and Touch Typing. The decision for someone to attend Study Support is made in conjunction with the Assistant Head in Charge of Curriculum, the SENDCo and Head of Year
Pupil Passports	Pupil Passports follow the 7Cs strength basis framework. They are offered to all students on the SEN register and parents are invited to two pupil passport meetings a year. Pupil Passports focus on the students: strengths, barriers to learning, menu of adjustments, goals and aspirations, reasonable adjustments / additional interventions and exams access arrangements. Pupils set a target that they are going to work towards. Pupil Passports can also be updated when needed.
Neurodevelopmental Pathway (NDD)	Provides a single point of access for families to make a referral for children, young people and families who have concerns about Autism, ADHD (attention deficit hyperactivity disorder) and/or behaviours that challenge. Suffolk InfoLink Neurodevelopmental Disorder (NDD) Pathway (East & West Suffolk)
Early Help Assessment	An Early Help Assessment can be completed with families or adolescents with a view to access children's needs and strengths, taking account of the roles of parents/carers and environmental factors on their development. Family Support Practitioners are then better placed to agree with children and families about appropriate ways to offer support.
The Parent Hub	Parenting support such as Triple P or Solihull Programmes bring experienced workers, parents, and carers together to: discuss issues, share concerns, and gain practical advice and information. Parenting programmes overview - Suffolk County Council
Outreach Suffolk	Supporting and working with gay, lesbian, bisexual, trans*, queer and questioning LGBT*Q+ students on a 1-1 or group intervention as required.
Nicky's Way	Bereavement counselling provided by St Nicholas Hospice. 1-1 or group work intervention. Support can be provided within school, and families are signposted to join the full Nicky's way provision as required. Nicky's Way - support for children - St Nicholas Hospice Care website
Young Carer support	Working in partnership with Suffolk Young Carers we offer 1-1 support or drop-in support for students with our named contact. The school was awarded the Young Carers Award, Bronze level and is working towards the silver level, in recognition of our work with Young Carers within our community.
First Base	First Base is a welcoming space for students who require a quieter space at lunchtime. Students are invited to attend by the SENDCo or Head of Year. First Base is available at break and lunchtimes. It is a supervised space.
Emotional Learning Support Assistants (ELSA)	Interventions and planned programmes of support to children experiencing emotional, social, and behavioural difficulties this could include emotional literacy and awareness, self-esteem, active listening, and communication skills,

	understanding and managing anger, social skills, friendship skills and therapeutic stories.
Drawing and Talking	<p>Drawing and Talking is a safe and gentle therapeutic approach, which provides an effective way for both children and adults to process emotional pain or trauma they may be experiencing. People are impacted emotionally by many different events, struggles or traumas. Sometimes they are unable to make sense of how they are feeling and how those feelings are impacting on their happiness and ability to navigate the world.</p> <p>Drawing and Talking is not intended to be used as a tool to 'find out' what is wrong or why the person behaves the way they do. It is not behaviour modification or used to fix a problem that a person has or is experiencing.</p> <p>Sessions are 30 minutes, once a week, over 12 weeks.</p> <p>Within the sessions, the individual will draw anything they choose and will be encouraged to talk about what they have drawn using storytelling language (like metaphors) to help them make sense of their internal world.</p> <p>The technique is intended to allow the child to play, by drawing a picture, and process any emotions they are holding internally in a safe and non-confrontational way, working at their own pace.</p> <p>The sessions remain confidential between the person accessing support and the practitioner. At the end of each session, your individual's picture will be put into their folder and kept safely away until the next session. At the end of all the work (12 sessions), when the individual is feeling better, the folder is handed back to them to keep as they wish.</p>
Mini PATH	<p>Mini PATH is a process that's focused on the young person and aims to give them a different way of exploring lots of possibilities for their future, in a way that is comfortable, relaxed and hopefully fun. In a Mini PATH session, we explore the hobbies and interests of the individual and think about the important people in a young person's life, along with what keeps them strong physically and mentally.</p> <p>Mini PATH's are a bright and colourful way for the young person to visualise how things are going for them now and what they want to happen in the future. We include illustrations to provide a visual path for what they imagine things to look like.</p>
SEMH Teams meetings	The SEMH Lead meets some students online. These sessions are focused and last approx. 15 minutes
Intervention Hub	Working on SEMH needs to support engagement with mainstream school and support social expectations via different intervention pathways.
Governor Mentors	Individual 1-1 support offered to students identified with behaviour, social and emotional needs.
Headteacher Hardship Fund	Headteacher's Hardship Fund supports students and families in financial difficulty. For example, funding part or all a student's school uniform, shoes, and equipment if required and eligible.
Food parcels	Food parcels can be arranged for those in need. They are offered completely free of charge and can also include toiletries and nappies if required.

Foundation Governors	<p>King Edward Foundation is a registered charity, offering financial support to current and past students.</p> <p>This may include:</p> <p>Providing scholarships, bursaries, and financial assistance to current and previous students at the school up to the age of 25 when entering a profession, trade or calling, when travelling overseas to pursue their education or when seeking to study Music or another Art.</p> <p>Provide, or assist in the provision of facilities for, recreation, social and physical training including coaching.</p>
Turning Point	Offering a person-centred approach to students involved in drugs or alcohol misuse, who want support to make a change.
Women's Aid	Tailored support for women and children who are experiencing or are at risk from domestic abuse.
Child Exploitation Hub (CE Hub)	Targeted outreach approach, working with children, families, and communities to support, disrupt, protect, and empower them, to reduce the risk of criminal exploitation.
Police Liaison Officer	Working closely with students to divert away from criminality and improve long term outcomes, delivering One Cop Stop input and 1-1 interventions.
Youth Offending Service (YOS)	Support individual students who are at risk of offending and anti-social behaviours having been referred by external partners.