



Shirebrook Academy
Student Welfare (replacing Early Help) Arrangements
September 2022

Shirebrook Academy Governors and the Leadership Team took the decision not to re-pool funding delegated by Derbyshire LA, under the auspices of the Early Help offer. The academy has put in place arrangements to ensure that all students are entitled to be considered for, assessed and supported via the provision of Early Help Services.

In addition, it is our understanding that Derbyshire County Council is required to and will continue provide funding for early help for families in the area via the MAT. Students from the school are still able to access any open access youth provision. Once the students have left school, if they are NEET (not in employment, education or training) they will receive support from the team to overcome any barriers into education or employment. The team will continue to carry out parenting assessments of families in the area where Social Care have concerns about parenting abilities. The statutory work regarding non-school attendance will continue to be carried out by the MAT once the absence has reached the relevant threshold. DCC also fund the countywide advice and triage service via starting point which non re-pooling schools are not asked to directly contribute towards.

Shirebrook Academy will continue to maintain communication and work with the MAT in relation to these elements of provision.

The Designated Senior Lead and contact for Starting Point is:

Name: Lindsay Ward,

Position: Vice Principal, & Designated Senior Lead for Safeguarding

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Email: LWard@shirebrookacademy.org

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Deputy Leads:

1. Name: Lindsey Burgin

Position: Associate Principal

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2. Name: Damian O'Reilly

Position: Vice Principal

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3. Name: Cuan Jacques

Position: Assistant Principal

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4. Name: Elaine Wainwright

Position: Assistant Principal

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1. Confirmation of Early Help Responsibilities

I can confirm that Shirebrook Academy understands said responsibilities and that as a school we carry out our duties in ensuring the effectiveness of Early Help Services for students in accordance with the requirements of the Children Act 2004 and within the statutory guidance “Working Together 2015”. In summary, these are to:

- Identify children and their families who would benefit from Early Help utilising the DSCB thresholds
- Undertake an assessment of the need for Early Help using the DSCB approved Early Help assessment
- Ensure provision of targeted Early Help services to address the assessed needs of a child and family which focuses on activity to significantly improve the outcomes for the child. This involves the use of evidence based interventions as set out by the Early Intervention Foundation (www.eif.org.uk/how-do-we-know-early-intervention-works/)
- Share information on that provision which is consistent with the child’s welfare and with due regard to confidentiality.

We will continue to use the statutory guidance and the Threshold Guidance issued by the Derby and Derbyshire Safeguarding Children Boards in all of our work towards meeting the responsibilities outlined above.

2. Identification and assessment of the needs of children and families in our area

We will use the DSCB approved Early Help Assessment Tool with all students referred to the MAT via Early Help prior to January 2019 and with those who are subsequently identified as potentially in need of early help through our usual school procedures and in the usual manner. We will maintain our links with external agencies and partner schools and act upon any information received from them. This work will be coordinated via our Safeguarding Officer under the leadership of our Vice Principals.

Our **Student Welfare Panel** meets weekly to triage new cases and review current cases.

The wider **Student Welfare Panel** comprises:

- (SENDco) (DSL): Matthew Mitton
- Vice Principal: Lindsay Ward
- Safeguarding Officer: Lisa Sam
- **Alternative Provision Coordinator: Chris Hendley**

- Education Welfare Officer: Steph Smith
- Student & Family Engagement Officer: Emma Hutton
- 4 x Pastoral Leaders: Amy Taylor, Mark Dawson, Tony Booker, Margaret McAteer

Bought in Services:

- **Careers Advisor for 3 days per week with the support of Chesterfield College**

3. Delivery of Services

Following assessment and where Early Help needs are indicated we will deliver targeted support according to identified need as appropriate in relation to attendance issues, behavioural support, CAMHS referrals, signposting of appropriate DCC services including independent careers advice and guidance, sexual health or other medical support including General Practice and maternity services, Police and related services including Youth Offending Teams, Safer Neighbourhood Teams and the Probation Service. The school will, then, provide a “mixed economy of flexible services” within a “Think Family” approach enabling early specific intervention and prevention approaches which are effective and impactful.

Our SENDco & DSL are responsible for children with additional needs including those who have complex Level 3 needs which meet thresholds for statutory involvement. Nothing will change in terms of our responsibilities towards these young people and our liaison with external agencies to provide specialist assessment and co-ordination according to “Child in Need” Section 17 of the Children Act 1989.

Thus, the school will be responsible for providing assessment, services and appropriate liaison and communication for children with:

- **Level 1 Low Level Needs - Universal Services** (No Change) (Change - School rather
- **Level 2 Emerging Needs - Early Help Services** (No Change) (Change - School rather
 - than MAT).

There is no change required in the identification, communication, monitoring, liaison and Multi-Agency approaches for children with:

- Level 3 Complex or Serious Needs
- Level 4 Child Protection Concerns.

4. Management and QA arrangements

The Principal or nominated colleague in their absence will have the following responsibilities:

- To co-ordinate and lead core and linked staff, and a range of specialist and external services in the delivery of support to children, young people and families in our community
- To line manage core staff
- To embed and facilitate early intervention approaches across the local community
- To allocate tasks, including lead professional roles, according to local needs and priorities
- To oversee and review cases, plans and risks
- To ensure staff have access to and use local information about services and sources of support
- To embed integrated practice within the team and its stakeholders, including Early Help Assessment Framework (EHAF) and Team Around the Family (TAF)
- To ensure that information sharing and recording for all team cases is rigorous
- To promote safeguarding responsibilities in adherence with policy
- To ensure performance management of the team
- To ensure liaison and partnership building with local stakeholders.

Quality Assurance will engage students, their parents/carers and staff across the school. We will report to the Governing Body within a schedule that meets their requirements and on a regular basis. The named Safeguarding Governor is Sally Wheatley.

As a member of ACET Multi- Academy Trust we will draw on the trust to carry out an annual audit of our work and task them with carrying out an evaluation enshrined within a Report to Governors with recommendations for future working that will then be acted upon.

All records of staff training will be maintained and case reviews, time management between referral and action and evidence of impact, in particular, of our work across caseload will be monitored, recorded and reported. We will develop a portfolio of pro-forma for assessment, recording and reporting to appropriate stakeholders including via the use of encryption technologies where necessary.

5. Sharing of Information

We will pay due regard to all requirements under the auspices of the Data Protection Act, the Children Act 1989 and any other appropriate legislation as we do currently. We recognise that effective sharing of information between professionals and local agencies is of paramount importance for effective identification, assessment and service provision. We also recognise and note the outcomes of enquiries and serious case reviews where poor information sharing has contributed to ineffective safeguarding of children.

Conclusion

In taking this decision Shirebrook Academy has been mindful of its position as a major contributor to the re-pooling fund within the community. However, we do not believe it is right to continue to use funds designated for the education of all students at Shirebrook Academy to subsidise the local authority's social care provision for the area. We believe we have the capacity within the school to at least maintain and potentially improve upon the existing services received by our students through the MAT.

We recognise the importance of continuing to work with colleagues across the authority to ensure the very best in terms of our safeguarding of, support for and delivery of outcomes with our children and families. We are committed to the removal of barriers to learning wherever their origin for all students but especially those who are most vulnerable to their impact. We have taken a principled decision based on our experiences and commit to our responsibilities in relation to it.