

## Outwood Academy Newbold

### Early help Local Offer

Our aim is to provide support at the earliest opportunity to young people and their families in a person-centred manner using our staff or colleagues from other appropriate agencies. Together we will agree a support plan which is reviewed regularly to see if the support on offer is making a difference.

- Provide a robust Early Help offer with a clear safeguarding pathway for step up and step down arrangements with Social care.
- Complete EHA (Early Help Assessments).
- Carry out assessments and complete the student's plan.
- Implement interventions including referral to: Stronger Families Safer Children Programmes, a strength based programme referral to Think Family? Parenting programmes, Non Violent Resistance, Graded Care profile (Neglect) and IAPT.
- Effective management of all student cases, ensuring that students are safe
- Referrals to the Supporting Families programme where appropriate.
- Keeping up to date and implementing the findings / learning from Serious Case Reviews.
- Intervention with children and young people who are experiencing or are vulnerable to Child Sexual Exploitation including use of the tool kit and mapping.
- Sharing of information of students opting for home education where concerns and vulnerabilities lie.
- School readiness through bespoke transition and identifying needs.
- Identify vulnerable students/groups/trends and implement appropriate action.
- Support parents including sharing child behaviour strategies and parenting techniques and make referrals to parenting programmes where an identified need is established.
- Co-ordinated student plan including SENCO, School nurse, Behaviour support, Education Psychologist etc.

- Support young people with various learning needs with or without identified SEND and source alternative provision and intervention as required.
- Direct work with the family.
- Transitional support to post 16
- Transitional support from Primary to Secondary.
- Raise expectations and remove barriers.
- Evidence based practise and community cohesion.
- Student voice.
- Support 1:1 or with group work.
- Alternative packages
- C-Card delivery-SRE
- Group work within the academy on various topics – self-esteem, anger management, conflict resolution and developing resilience.
- Provide education and learning opportunities for young people who are at risk of NEET.
- Targeted support for vulnerable young people e.g. CSE, emotional health and wellbeing.

### **Academy Attendance**

- Robust systems to monitor attendance/tackle absence including bespoke interventions
- Identify clear roles and responsibilities for academy based attendance leads.
- Data analysis to identify vulnerable groups/individuals/trends and take appropriate action.
- Self- evaluation in respect of attendance processes.
- First day calling procedure.
- Behaviour and attendance policy including the regulations for holidays in term-time.
- Use established procedures for addressing unauthorised holidays in term time.
- Staged approach to contacting parents including letters/meetings/visits.
- Robust system for recording contacts and interventions with pupils/parents (evidence gathering)
- Holding attendance panel meetings to address attendance concerns with parents.

- Robust reporting procedures for children missing from education and in year deletions from roll for ALL reasons e.g. EHE or permanent exclusion.
- Completion of EHA (Early Help Assessment) where a child's attendance is unsatisfactory and unauthorised.
- Investigate cases of unsatisfactory school attendance and work with the local authority to initiate parental responsibility measures (legal letters) prior to referral for consideration of statutory action.
- Share information regarding children missing from education and children without an education.
- Support students in part time employment where concerns have been identified.
- Initiate parental responsibility measure on parents of children.

### **Information and Guidance**

All registered pupils at the academy are provided with independent careers guidance from Year 8 (12-13 years old) to Year 13 (17-18 years old).

This guidance:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Is guidance that the person providing it will promote the best interests of the pupils and is impartial.
- Other information for example: young people's contact details, information to help identify at risk of becoming not in education, employment or training (NEET) post -16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education.
- Work with Local Authorities to track young people's progress after they leave school in order to identify those who are not in education or training.

- Work in partnership with local employers and other education and training providers like colleges, universities, apprenticeships and traineeship providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work; to develop high aspirations and inform decisions about future education and training options.
- Consider the needs of the other students who require more sustained or intensive support before they are ready to make career decisions, e.g. those with physical or mental health needs, those in or leaving care and those who have been young offenders.
- Schools, academies, colleges and education and training providers should tell their local authority when a young person is no longer participating.
- Arrange annual reviews of EHC plans and statements of SEN and support aims of the review. The Academy will support all pupils with SEND (those with statements or EHC plans or without) to make as successful a transition as possible into post-16 education or training. The academy will work with post-16 providers and pass on information about each young person's needs so that the post-16 providers can put appropriate support in place from the start.

### **Outwood Academy Newbold Staffing**

- All Academy staff are trained in safeguarding & pastoral support to ensure robust systems are strictly adhered to in supporting all students & staff at the Academy. Regular training and updates are delivered throughout the academic year.
- The Academy utilises the DEEPS leadership system, encompassing; Deep Leadership, Deep Support, Deep Learning & Deep Experience.
- Deep Support, which leads on student development, progress, support, & attendance is led by Vice Principal, Andy Scruby
- The Academy is supported by an OGAT SEND & Inclusion Director.
- The Inclusion Coordinator (Jayne Freeman) is the Designated Safeguarding Lead, supported by five full time Deputy Safeguarding Leads.
- Each year group has a Learning manager. This is non-teaching member of staff designated to supporting the pastoral & academic progress of children within their assigned year group.

- Attendance is managed by the Attendance Manager & Attendance Clerk.
- All students attend a daily Vertical Mentor Group.
- The Deep Support team work within the Outwood Grange Academies Trust, Derbyshire County Council & Extended Services to ensure the individual needs of all students is met.

If you believe that any child is in danger at any time or have concerns outside our working hours please call Derbyshire Child Protection Service on [01629 533190](tel:01629533190) choosing the option for urgent child protection calls or contact the police by ringing their call centre number 101 (24 hours).