



## Early Help at Southwick

Our Early Help approach is designed to ensure that every child at Southwick receives the support they need to thrive academically, socially, and emotionally. We believe that early identification of needs and timely intervention can make a significant difference in a child's well-being and success. This document outlines the steps our school takes to provide targeted support to students, families, and staff, ensuring that barriers to learning and development are addressed as soon as possible. Through collaboration and proactive care, we aim to create a positive, nurturing environment where all children can reach their full potential.

There are various possible forms of early support we can provide based on your child's needs. We have a graduated offer of support which is outlined below. Please note that this is not an exhaustive list.

### Whole School

- **'Open Door' policy:** we operate an open door policy, which means that if you would like to speak to us we will make every effort to see you straight away. If this is not possible you can make an appointment.
- **Parent/carer 'drop in':** – come and see the headteacher (appointments not always needed), if you need support with your child's learning, behaviour or anything else that you may be worried about.
- **Parent Workshops:** we often run or host parent workshops on a number of themes, often linked to well-being and mental health.
- **Well-being days:** each year we hold two well-being days in which the children and staff that promote positive mental health and well-being.
- **Senior mental health lead:** Our headteacher coordinates our whole school approach to mental health.

### Stage 1

- **Parent Support Advisor:** Miss Webb is our parent support advisor. She is available in the mornings for drop ins and runs coffee sessions once a month on a Monday. You can ask to meet with Miss Webb for a one to one session, either as a one off or as part of ongoing support.

- **Referrals:** to outside agencies such as parenting courses, our School Parent Support Advisor and the Children's Centre.
- **Attendance:** The Headteacher also liaises with the Educational Welfare Officer (EWO) on issues relating to attendance and punctuality. When a child's attendance or punctuality becomes a concern, the first contact will usually be the Headteacher. Parents are requested to let us know if their child is in school, by email (admin@southwick.wilts.sch.uk) or telephone. Mrs O'Brien will ring individual families if a child is not at school by the end of registration.
- **Support:** we can help you complete forms and other paperwork such as: admissions to Secondary school and free school meal applications.
- **SENDCo:** it may be helpful to meet with our SENDCo, Mrs Steel.
- **Behaviour support:** For students exhibiting challenging behaviours, we may create a behavioural support plan that includes strategies for managing behaviour, ensuring a safe and positive learning environment for all.

## Stage 2

- **Early Support Assessment (ESA):** an ESA involves listening to you to find out what help you need and talking about what is working well in your life. Based on what you say and what help you would like; a plan is formulated so that professionals can work together to make sure you get the right sort of help. Mr Cook or Mrs Woodford meet with parents/carers to carry out an ESA.
- **Meet and greet:** we may be able to offer a meet and greet session with one of our ELSAs. This will allow your child to settle into the school day before the bell goes.
- **Reading therapy dogs:** we have two reading therapy dogs that come to school each week.
- **Mentoring or peer support:** Older children may be paired with younger students to act as mentors or buddies, offering emotional or academic support, which can help foster relationships and provide guidance.
- **Social Skills Programmes:** Some schools run programs that focus on developing social skills, helping students learn how to communicate, make friends, and manage conflicts, especially for those who find social interaction challenging.
- **ELSA/Thrive:** if your child has any worries encourage them to talk to their class teacher. They may get them to speak to our ELSAs (Emotional Learning Support Assistants): Mrs Grant, Mrs Goodier and Mrs Lane.
- **Individualised learning plans:** these may be used to support the individual needs of your child.