

At Montgomery Road Campus we recognise the importance of Early Help to offer support to meet the needs of our pupils and families. Early Help is everybody’s responsibility: we endeavour to work together with pupils, families, mainstream settings and outside agencies. Early Help means better outcomes for pupils and families. Effective Early Help will resolve problems before they become overwhelming. Early Help enables pupils to be ready for school and more likely to achieve their full potential.

Early Help Intervention	Summary of Intervention
Time to talk on arrival, Breakfast, lunch	When pupils arrive in the morning they engage in a settling activity to support a positive start to the day. Breakfast and lunchtimes are supported by staff to model turn taking, cutlery use and manners as well as healthy eating choices.
Social interaction	Social interaction is timetabled into the day and is highly supported and modelled by adults to develop positive relationships and interactions between pupils.
Reading/ Assemblies	A range of media, information and literary texts are shared with pupils during daily reading time which cover; world issues, celebrations and festivals, significant individuals, stories from other cultures, PSHE, traditional tales, current authors and heritage texts. This is planned to raise cultural capital for our pupils. Assemblies allow time for reflection as well as discussion exploration and information sharing.
Nurture provision	Montgomery Road Campus provides a nurturing environment where pupils feel safe and supported by all staff. ELSA one to one support and PSHE programmes cover personal and online safety, sex education and healthy relationships, as well as drugs awareness and first aid. Travel training and Moving into Adulthood plans as well as AQA unit awards enable our pupils to gain life skills to be healthy, stay safe, and learn to look after themselves as well as make a positive contribution to their community. A well planned careers programme enables all our pupils to visit employers, experience work and volunteering and opt for vocational training. Every pupil has a personal transition plan for post 16 that is developed with agencies to blend bespoke need with our local offer.
Thrive	Thrive is used throughout the setting as a key ethos and also for Thrive intervention with each child. This supports their emotional well- being and character development.
Personalised planning	During induction we provide baseline assessments for each pupil. This enables us to plan personally for each child based on their

	own needs and individual starting points. All progress is reviewed and tracked with individual targets set on individual learning plans.
Experiential curriculum	The curriculum is specifically designed to enable pupils to access nationally accredited qualifications and build cultural capital through frequent trips, visitors and experiences which engage them in learning. All pupil progress is shared with the home school.
Personal needs	We support pupils and their families with medical appointments from the school nurse team, therapeutic interventions (music/art) counselling referrals, hosting agency meetings and signposting parenting/family support. Help with clothing, food and emergency supplies where needed are all part of our support service.