

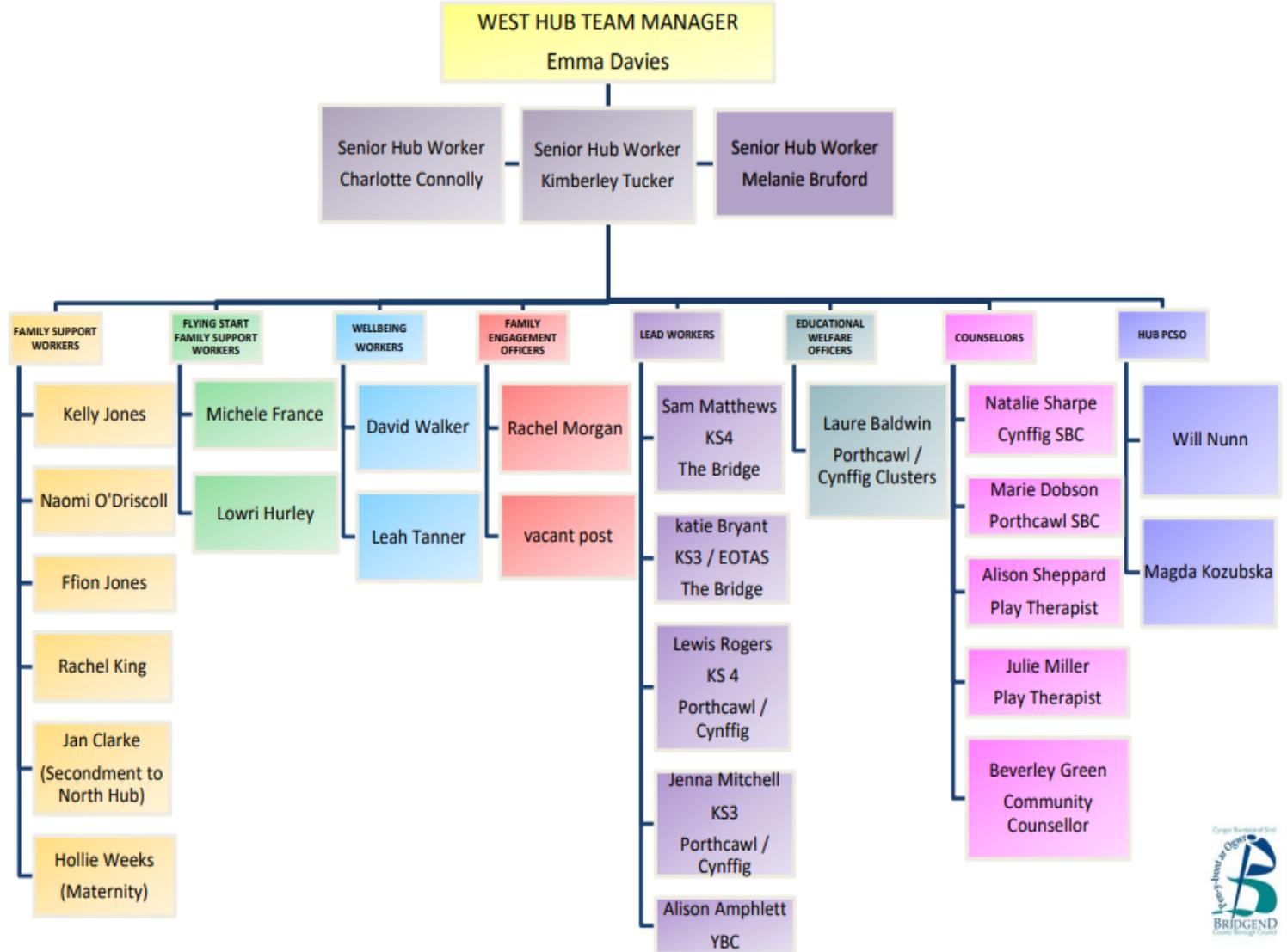


EARLY HELP

Helping children, young people and their families to build better relationships and resilience.



West Hub - Team Structure



EARLY HELP WEST TEAM STRUCTURE



Early Help Bridgend

Information for Families

Children, Young people and their families sometimes need a little extra help and support to have happy, healthy and successful lives.

The Early Help Team can pull the right people together to help you and your family.

We put the family at the centre of the support from start to finish of any involvement with the Service.



What is Early Help all about?

It's about talking about strengths as well as areas that could be improved.

It's about getting you the right help at the right time.

It's about bringing together a team of the right people who can help your family.

It's about listening to you and giving you choices.

What will my Early Help worker do?

- Once receiving a referral the worker will arrange to meet with you to complete a whole family assessment to look at changes you would like to make to improve family life and to answer any questions you may have.
- You will agree an action plan which sets out how you will achieve positive changes and who will be responsible for each action. We may also contact other organisations who have supported your family in the past or could help in the future.
- The worker may refer to other agencies and professionals if additional help is needed to make sure you are getting the right support.



How can we help?

Some areas we are able to support you with are :

- Parenting
- Support for Young Carers
- Managing challenging behaviour (0-25yrs)
- Support in school
- Issues around school attendance
- Domestic violence
- Benefits / debt management
- Emotional health
- Mental health (Anxiety & stress)
- Disabilities
- Employment

If you think the Early Help team can support you, please ask any professional you are already working with to submit an Early Help referral. You may also speak to your child's school to do this for you or alternatively contact the Early Help screening team to self refer on 01656 815420.



My Worker is:





Family Support Workers

- Family support workers act as key workers to assess unmet needs, devise and coordinate support plans and ensure that families are in receipt of the most appropriate support services to meet those needs. The aim is to prevent or minimise the risk of needs escalating and to support families to be more resilient in managing their circumstances in the future.
- Family support workers also provide direct support and advice to children, and their families, assisting in the support of community-based interventions. While also running parenting groups to enable families to manage children's behaviours appropriately.

Flying Start Parenting Workers & Family Support Workers

- ▶ Parenting and family support workers work specifically within Flying Start areas to provide direct support and advice to children, and their families, assisting in the delivery and support of devised programmes of support including the delivery of evidence based identified parenting programmes within group settings and on a 1:1 basis.

PARENTING PROGRAMMES



Within ECHS, we offer evidence based parenting programmes and these include:

- Nurture Family Links Parenting Programme
- Non-Violent Resistance (NVR)

Early Help are currently offering Nurture and NVR on a 1:1 basis and within group sessions. The Nurture programme involves 8 weeks to learn positive ideas to help build a happy family life. The course will be looking at the building blocks for positive parenting, the importance of praise, showing empathy, the question of discipline, time out to calm down, parenting styles and family rules, rewards and penalties, personal power, self-esteem and introducing choices and consequences.

Both programmes are evidence-based. Nurture and NVR are suitable for children with additional needs, such as ADHD / ASD / ODD etc. Whilst the Nurture programme is ideal for the younger age group, it is still effective with older children. NVR is generally targeted towards those parents of children age 7 years old plus. However, each family has different needs so we would always welcome a discussion to determine the right intervention for individual families.



NURTURE



The Nurturing Programme

The Nurture Programme

Helps explore the reasons behind parents' feelings and children's feelings, communicating clearly with each other, kinds of touch, taking the time to nurture ourselves and behaviours to ignore. The Nurturing programme is like a jigsaw puzzle. All the topics are individual pieces, but when start putting them together then the puzzle starts to make sense. Working your way through it a piece at a time, completing activities along the way.



NURTURE PROGRAMME

"I would recommend this course to all families There is a good structure to the course which is broken down we are guided with the parent book that is clear to read with diagrams Delivery of this course is spot on, with 2 hard friendly workers always able to listen well and offer advise with obvious experiences and no judgements."

"Pleasant knowledge from workers, explained well. Useful strategies working to use. Good Parenting advice. Yes. I wish to can consider myself in the next Nurture Group."

"I really enjoyed the sessions and am very grateful that it was offered to me will now aim to put what I have learned into practice."

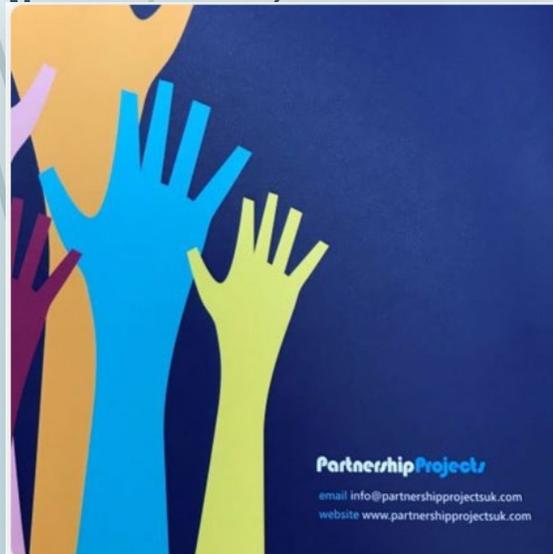


Non-Violent Resistance (NVR)

NVR is a program to support parents of violent or aggressive children however its practitioners have found it effective in addressing a range of behaviours. Its goals are to enable parents to not only resist their child's problematic behaviour but to simultaneously strengthen the relationship with their children. The key principle is to "strike while the iron is cold" by carefully considering responses before or after an incident rather than reacting in fear or anger while a situation is ongoing. This will be delivered over 10 weeks and sessions will include the following.

- De-escalation - Exploring how arguments develop in the household and trying to identify ways to manage this better.
- Parental Presence – Parental authority and confidence and whether the parents own values inform their parenting and their child's behaviour.
- Prioritising Behaviours – Identifying the most damaging behaviours and targeting these.
- Supporters and support systems – Looking at what support is available and identifying effective ways of utilising them.
- The Announcement – planning and making a clear and carefully thought out statement to help strengthen parental presence and to let the child know that they are loved but certain behaviours are unacceptable.
- Reconciliation Gestures – Ways to mend and/or strengthen the relationship.
- The sit in – Responding to unacceptable behaviour in a non-violent but authoritative way.

NVR





NVR

"Support was much appreciated, really enjoyed doing NVR course, thank you!"

"Really enjoyed the course learnt a lot, Carley and Kat were really lovely and welcoming"

"I loved learning about the techniques and have been trying them at home with some success. Thank you so much for your help"





GroBrain Baby Course

At the heart of GroBrain is a passion to help parents raise emotionally healthy infants.

Foundations for emotional wellbeing are laid in the earliest months and years of life, when the brain is developing at its fastest. Sadly, this is often where things start to go wrong, and less healthy ways to manage emotions can get passed on through lack of understanding.

GroBrain

GroBrain trains health professionals and practitioners working with parents and infants to integrate infant mental health into their regular practice (including working remotely with parents via Zoom.) Our unique visual approach makes infant mental health easy to explain, and easy for parents to understand. A picture is worth 1000 words!

Grobrain is designed to educate parents with babies pre-birth to 12 months. The course explains the latest research on infant brain development and shows the vital part parents play in 'wiring up' the connections in their baby's brain.





"I feel like the baby used to cry and I didn't know why and I felt helpless but since doing GroBrain I feel more confident in being able to understand why he's crying and know how to help him and his brain development".

GroBrain



"Learnt a lot more about baby development nice course good information."

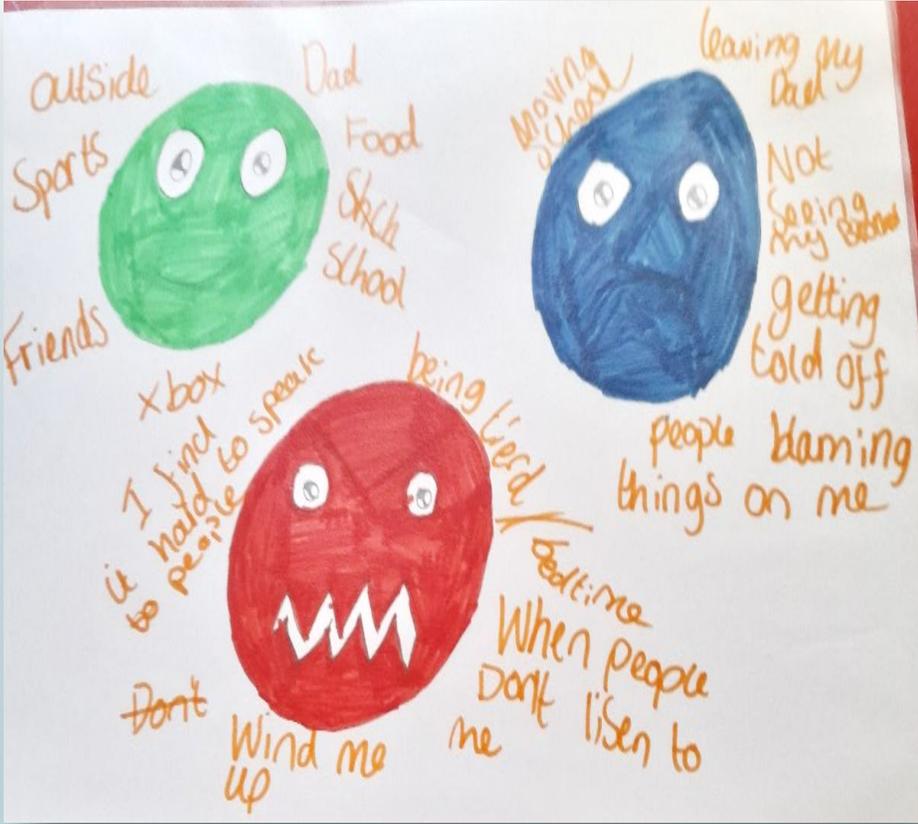


Family Engagement Officers & Wellbeing Officers

- Family Engagement Officers work with children of primary school age to provide early intervention and prevention support to families of children with low attendance/attainment and with behavioural/emotional support needs. Support is usually delivered in a school setting and can involve 1:1 interventions or within group-based sessions. The aim of the intervention is to improve confidence; self-esteem; manage anger / friendships / transition into new year groups / family relationships, which in turn will assist in the improvement of school attendance, attainment and wellbeing.

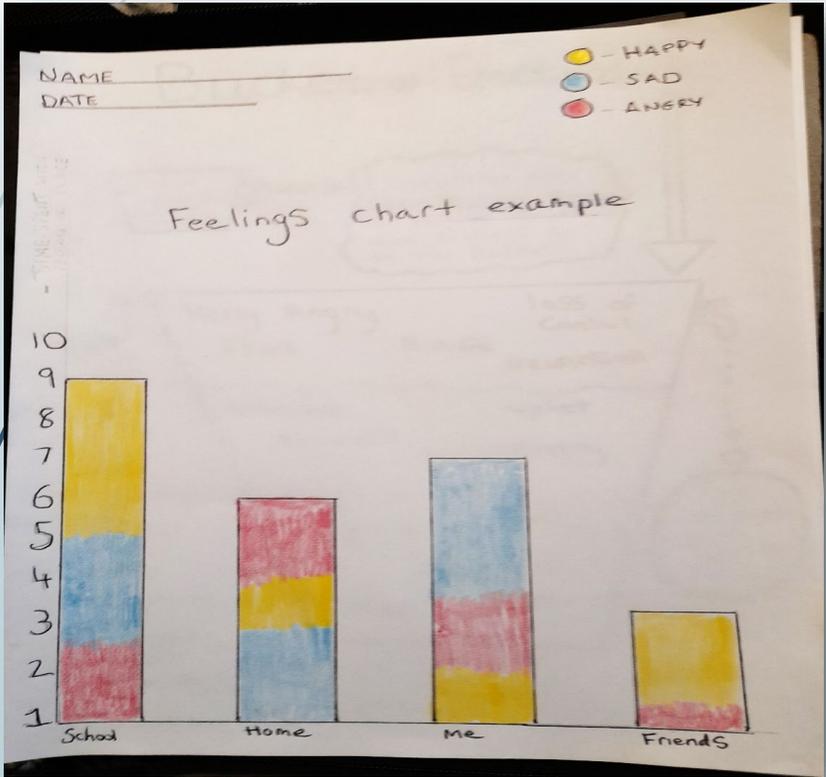


DIRECT WORK





DIRECT WORK





DIRECT WORK



DINOSAUR BINGO!

The aim of this activity is to determine how [REDACTED] responds to rules of the game and his reaction when he does not win.

[REDACTED] played very well. He adhered to the rules and turn taking and wasn't phased when he lost the game.



DIRECT WORK – Sorting Behaviours/Emotions





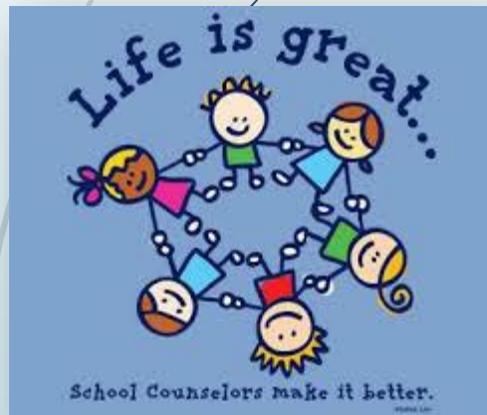
Lead Workers

- Lead workers work with comprehensive school pupils (Year 7 to 11), who have been identified as being at risk of disengaging from education, or being not in education, employment or training (NEET), when compulsory education ends. Lead workers deliver interventions on an individual and/or group basis to reduce identified barriers to engagement faced by young people. Intervention will be a minimum of 12 weeks and a maximum of 6 months. Lead workers can focus on improving attendance, attainment, behaviour and wellbeing. Lead workers will work with key agencies and ensure relevant referrals are made to other services where need has been identified. Lead workers can work with the young person at school and within the community.



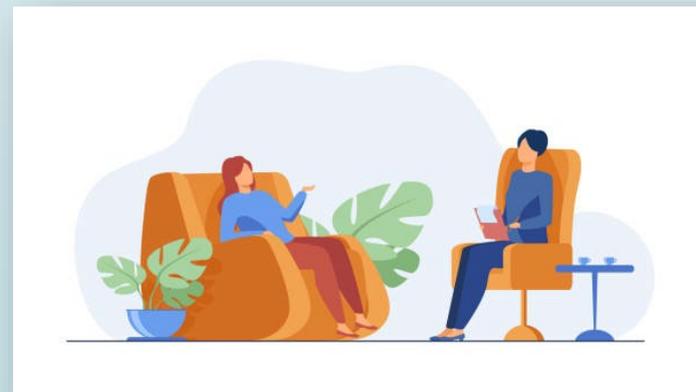
School Based Counsellors

- School based counsellors provide therapeutic one-to-one counselling within school settings to comprehensive school children. Counselling is also available to children in Year 6 in primary school, known as transition counselling. Transitional counselling can be delivered at the school setting or community hub venue where confidentiality can be maintained.



Community Counselling

Community counselling provides therapeutic one-to-one counselling within community settings to primarily young people aged between 11 – 25 years old.





Education Welfare Officers

- Education Welfare Officers have a responsibility to address issues of poor school attendance in both primary and secondary schools or wellbeing issues that is impacting upon school attendance. Their base within locality hubs means that officers can act as a gateway to accessing additional early help services, with the aim of overcoming barriers to school attendance.
- The allocated EWO will meet with Primary Schools on a 3 weekly basis and Comprehensive Schools on a fortnightly basis, to review attendance records.
- School attendance is compulsory, and parents need to communicate effectively with schools to inform them of all reasons for absence on the first day. School staff and local authority officers are working tirelessly in order to offer support to families and pupils in school. School staff will contact parents/carers where there are no reasons for absence, and where necessary Education Welfare Officers will also contact parents either by telephone, letter or home visit.





PCSO

- The PCSO works closely with all members of the team to identify potential links of criminal behaviour to ensure early intervention is provided before circumstances escalate. The PCSO works closely with the Neighbourhood Police Team in a supportive role to provide the community with support and advice, to ensure they are safe and protected, but also to promote resilience. In addition, the PCSO's role is to identify ACE's (Adverse Childhood Experiences) and reduce the impact long term. The hub PCSO can also deliver small interventions at school settings.





Play Therapy

- Play Therapy is an intervention that helps children aged between 4 and 11 (year 6 pupils) to modify their behaviours, gain an understanding of self, and help build healthy relationships. By entering a therapeutic relationship with their play therapist, children can express, explore and make sense of their difficulties and painful experiences. Learning and building healthier ways of communicating, increasing resilience, and facilitating emotional literacy. Play is a child's natural form of communication and expression. It is a way in which the child can create an understanding of their thoughts, feelings, and perceptions of their internal and external world. This service is for children who have experienced severe trauma.





What is Play Therapy?

Play Therapy is an intervention that helps children aged between 3 and 10 to modify their behaviours, gain an understanding of self, and help build healthy relationships.

By entering a therapeutic relationship with their play therapist children are able to express, explore and make sense of their difficulties and painful experiences. Learning and building healthier ways of communicating, increasing resilience, and facilitating emotional literacy.

Play is a child's natural form of communication and expression. It is a way in which the child can create an understanding of their thoughts, feelings, and perceptions of their internal and external world.



Who can it help support?

Play Therapy can support children who are struggling emotionally or are displaying behavioral difficulties after experiencing or being witness to trauma, abuse, neglect, and loss. It is also an effective treatment for helping to rebuild self-worth, self-respect, and friendships within the child's world.



Play Therapy
Early Help



Play Therapy and Learning

Play therapy not only supports children's mental wellbeing by supporting and aiding the recovery of trauma but it also helps children to be more receptive to learning.

Some of the potential benefits include:

Reducing the emotional, behavioural, and social obstacles to learning.

Helping to build healthier relationship with peers and teaching staff.

Enhancing the children's ability to communicate effectively



“I am here to hear you”

The delivery of Play Therapy

Play therapy requires consistency and familiarity, so it helps that the same space is offered at the same day and time every week.

The therapist will provide all the carefully selected therapeutic tools; arts and crafts, toys, puppets, games etc.

The play therapist will regularly liaise with both staff and parents to discuss the child's progress.

Confidentiality is key to help the child feel safe and trusted; therefore, it is asked that both parents and teaching staff do not ask direct questions regarding their sessions. But to be open to listen when the child is ready to talk.

Consent is also key before starting Play Therapy, written consent needs to be provided from the parent/career.





STAFF SKILLSET AND QUALIFICATIONS

Across the service, staff have a range of qualifications and skillset to strengthen and support the ethos of the integrated hub model.

- Diploma in Social Work (DIPSW)
- BTEC National Diploma in Early Childhood Studies
- CACHE Diploma in Childcare & Education
- QCF Level 3 in Children & Young People
- Level 5 Diploma In Trauma Informed School
- MBACP Registered
- WellComm
- Award in Youth Work Principles Level 2 & 3
- DBS checked
- ELSA
- BSc Hons Childhood Studies
- Foundation Degree Childhood Studies
- BTEC in Public Services
- Counselling Level 1
- BSC Psychology & Health Sciences
- MSE Play & Therapeutic Play
- MSE Play Therapy



Referral Pathway

- Referrals to be made via the Request For Help referral form. This will be assessed by our screening team and sent to Early Help for allocation if appropriate.
- Please note that intervention from Early Help is consent led and we can only offer our support with the permission of the families being referred. Permission will also be needed for the referral to be made.





TESTIMONIALS

Genuine comments from the people who matter the most!





"Thank you Sue so much for everything. You're a true professional, honest, open minded, kind, patient and I honestly cant thank you enough for everything with, school, [redacted], extra support, and most of all an ear to listen to me."

"Rhian was very helpful towards me and my family and put in place future help for me. I know if I needed anything Rhian would listen".

"All I can say is that all of the staff members that have been supporting this family have been amazing. Vaughan, Jacqueline and Gemma have been so professional, they really take their role seriously, and have built up positive relationships with all of the children"

"I have enjoyed working with Jack, she has helped me a lot and it has been nice having someone on the end of the phone to talk to and to support me and give her opinion on things"



"Thank you Vaughan for everything! You have helped me in a way you wouldn't expect. You have made such a positive impact to [REDACTED]. I will always be extremely grateful."

"I really wouldn't be where I am now without her"

"Rhian has been a great support this last year. She has referred me onto many services to help support the issues I have had with [REDACTED] at home. I felt that I could approach Rhian with any issue of concern and a great trust and relationship was built. I will miss the support I have received but look forward to moving on with confidence. Thank you Rhian".



"I appreciate the time and effort that has been spent in helping me not feel like a failing mother"

"I will miss the support I have received but look forward to moving on with confidence"

"I think [redacted] has made some progress because of your sessions. We still have some way to go but this week instead of walking away from a situation, slamming doors etc he listened to what was being said and did as he was asked to do without complaint or argument."