

Knighton Mead Primary Academy Early Help Support

What is Early Help?

Early Help provides help for children, young people and families as soon as that can negatively impact on a child's well-being and looks at a way forward by supporting families and enabling them to resolve and come up with effective solutions together.

Early Help in our schools is for children of all ages.

Early Help Assessment

For those children and families who need the support of other agencies to meet their needs, a coordinated multi-agency approach is sometimes needed. In Leicester this is achieved through undertaking an Early Help Assessment so that the family can receive the support they require. School would be involved throughout this process.

The Role of Knighton Mead Primary Academy

Early help support is provided firstly, by the 'Removing Barriers to Learning Team', the team includes, the Principal, Vice-Principal, Inclusion Lead, Pastoral Support Lead and the Attendance Officer. This work then threads through all aspects of the child's life in school and all the adults around the child work together to ensure that children and families have the targeted support they need when they are struggling with difficulties.

Early Help Support is available at Knighton Mead Primary Academy by:

Day to Day Support

Most families, most of the time, can get on with their lives quite happily with little or no outside help. We have an open door policy and are always ready to listen and support children and families.

Focused Pastoral Support

All families can have times, however, when difficulties arise and they either may not recognise it or may not know how to start putting things right. At Knighton Mead we support families to understand these difficulties through more focused pastoral support, which might include bringing in support via an external agency, working together to look at strategies that support within the home environment.

Attendance:

- 100% attendance rewards.
- Promote good attendance with the support and regular communication with the RB2L team.
- Ensure that all concerns are communicated to adults in school, ensuring that the right support can be offered.
- Attendance Network meetings with other schools in the Trust.
- Work with the Education Welfare Officer and setting targets and share these on CPOMs.
- First day calling.

- Ensuring that a new pupil and their family receives an induction pack and an initial meeting with a DSL too.
- Weekly class rewards for good attendance and punctuality.
- Our new attendance Induction packs for new pupils that include all information for all and unpick any support that the family may have had in the past that we can understand and continue to support with, if needed.

Health and Wellbeing:

- Qualified Mental Health First Aiders (Fehmida Nurgat and Bina Chudasama)
- ALGEE approach to Mental Health (Approach, Assess, Assist, Listen without judging, Give help and advice, Encourage outside support, Encourage support in school)
- Trainee Educational Mental Health Practitioner will support children identified by the RB2L Team
- Support from the Primary Intervention Team
- Ensuring our character muscles are used throughout school and the children and families understand the language around them.
- Everyone's Welcome ensures that all children have an understanding of the wider world.
- Referrals to Primary Social, Emotional and Mental Health Team (at New Parks House)
- Referrals to School Nurse
- Referrals to Educational Psychology Service
- Staff trained in Dyslexia, Global Developmental Delay, ADHD (Attention Deficit Hyperactivity Disorder), ASD (Autism Spectrum Disorder) , Speech and Language needs, Social, Emotional, Mental, Health needs, Visual Impairment and Sensory or Physical Difficulties
- Access to Virtual School Team for Looked after Children
- DSLs respond to high level behaviour and provide conflict resolution to support.
- Nurture Base, The Space, led by the Pastoral Support Lead provides an area at the heart of the school, which children can access throughout their school day.
- 'Good to be Green' system used by everyone in school so that children understand the clear behaviour policy and also receive the House Points that ensure they get their badges as rewards in a celebration assembly on a Friday, where their parents are invited too.
- Breakfast Club and Magic Breakfast provision for the children in school.
- Daily Boost sessions that promote physical activity in all classes.
- 'Play' based lunchtimes with games being led by 'Play Leaders', who are the Year 5 and 6 children, this encourages self-efficacy, confidence and teamwork.
- Play Leaders ensure that they 'play' but also listen, ensuring that character muscles are at the heart of this and report any concerns they may have so that adults can pick up on them.
- Pastoral Support Lead has links with all children in school and provides targeted support for key children.
- Children understand the importance of Pupil Voice through the Primary Leadership Team and the role they have in school.
- Check-ins with key children and families.
- Pastoral Support Lead provides emotional support through emotional literacy, bereavement and young carer support, long term confidence and self-esteem building, support for dealing with early trauma and attachment issues.
- RB2L team receive concerns about families and deal with these accordingly, providing personalised support and communicating to relevant adults.

- All updates are recorded on CPOMS so that they are shared with relevant staff

Safeguarding:

- Safeguarding Leads ensure that there is always someone on site.
- Ensuring that all relevant information for a child is on CPOMS, so that adults are informed and understand the next steps to be taken.
- Safeguarding procedures understood by all in school with annual training for all staff.
- Relevant policies and procedures in place and understood by staff.
- Advice point and Early Help response through Pastoral Support Lead and the DSLs.
- Assemblies on themes around staying safe.
- Individual care plans for vulnerable pupils and individual healthcare plans for pupils with medical needs regularly monitored and reviewed by the Inclusion Lead.
- 'Bikeability' programme for road safety
- EVOLVE system to ensure safety on school trips
- Risk assessments for vulnerable pupils
- DSLs to ensure they contact DAS (Duty and Advice Service) for safeguarding concerns
- Access to support for families living with domestic violence
- Access to support for families living with alcohol or drugs abuse
- E-safety policy and procedures and filtering system
- Regular online safety awareness sessions throughout the school.
- Home visits for families of children starting nursery
- Regular contact with parents through twitter, letters and texts
- PEP (Personal Education Plan) meetings for CLA (Child Looked After) led by Inclusion Lead
- Weekly update at staff briefing for any vulnerable children update.

Families:

- RB2L team meet regularly to discuss key families and how best to support them.
- Pastoral Support Lead provides support to key families with the support of DSLs and communication to staff is maintained throughout the support.
- Targeted support for key families from members of the RB2L team to ensure that the correct support is given (home routines, disputes, attendance, food banks, home visits).
- Curriculum afternoons
- Home visits for families with children starting nursery
- Parents evenings
- Weekly parent newsletter.
- SENCO support for families of children with special educational needs or disability
- Signposting to external agencies and training
- Family Learning workshops held at Knighton Mead
- Sharing of all information via twitter, newsletter, website and text.

Transition:

- Support with transition for Year 6 children to secondary school
- Personalised transition plans for vulnerable children, link with the Pastoral Lead in the Autumn term through visits to the new secondary school.
- Support for families to support them with the transition process.
- Extra visits and personalised induction for vulnerable students to their new school

- Support meetings with Health visitors / school nurse, EYST (Early Years Support Team)/Nurseries for vulnerable pupils in the Early Years Foundation Stage before entry to school
- Induction meetings with teacher and Inclusion Lead where appropriate.
- Support for online school applications for parents with the Attendance Officer
- Transition for all children to meet their new teacher in the Summer Term.

Our community:

- Events for the local community - Summer Fair, parent workshops
- Community Links such as Fire, PCSO (Police Community Support Officer), Sports and local businesses
- Religious visits to local venues.
- Supporting charities and understanding the importance of supporting these charities

The Curriculum:

- Ensuring that the character muscles inspire children throughout the curriculum.
- Access to one-to-one support, paired and group work where needed.
- Themed Assemblies every week to promote thought and highlight recent issues that create positive debate and discussion.
- Interventions for vulnerable pupils
- Everyone's Welcome embedded throughout the school
- Trust events that promote confidence, self-esteem and teamwork.
- After school clubs that enhance and enrich.