

Christ the King Supporting Families Offer

Our ultimate goal is to ensure all children and families receive the right support, at the right time. We have a firm commitment to the personal development and wellbeing of children and their families.

The Role of School

Day to Day Support

Most families, most of the time, can get on with their lives quite happily with little or no outside help. If children and their families need support it can usually be provided by universal services, such as schools.

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. Christ the King plays an active role in supporting families to address these difficulties through more focused pastoral support, which might include bringing in support via an external agency.

Early Help Assessment

For those children and families whose needs and circumstances make them more vulnerable, or where school needs the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is usually best. In Leicester this is achieved through undertaking an Early Help Assessment and assigning a Lead Practitioner to work closely with the family to ensure they receive the support they require. School is a key partner in any multi-agency work to support families

What is Early Help?

Early Help means providing help for children, young people and families as soon as problems start to emerge or where it is likely that issues will impact negatively on children's outcomes.

Early Help...

- is for children of all ages and not just the very young,
- can be very effective in supporting a child, young person and/or their family to step down from statutory services as well as preventing the escalation of issues.
- is important because there is clear evidence that it results in better outcomes for children.

Early Help in Leicester

The vision of all partner organisations working with children and families in Leicester is to improve children’s lives by working in partnership to raise aspirations, build achievement and protect the most vulnerable.

This is based on the belief that:

- Children, young people and families develop resilience if there are protective factors in place such as: a positive relationship with an adult; good literacy and communication skills; good school attendance; and, parents in or actively seeking/ready for work
- Children’s needs are best met when help is offered in a universal setting within a socially mixed group and early on when problems start to emerge
- Children and young people’s needs are best met when addressed in the context of the whole family, meaning that parents/carers/siblings’ needs are addressed with consent as part of a holistic and integrated Early Help response

Early Help services should **support** and **strengthen** families so that they can **thrive**.

For more information on Early Help in Leicester please see the leaflet- Leicester City Council- Early Help Services which can be found on our school website. This includes contact details of the Early Help Team and how to self-refer.

The following lists show what Early Help Support is available at Christ the King Catholic Voluntary Academy:

Christ the King Support Families Offer

Attendance	
What we can offer	Measurable outcomes
<ul style="list-style-type: none"> • Attendance data monitored by assigned staff – Operations Manager and Headteacher • Weekly attendance award for Classes • Lateness treated as a measure of disadvantage. Missing learning time • Letter and texts home when attendance becomes a concern • Regular reminders in newsletters about importance of good attendance • EWO (Educational Welfare Officer) who attends relevant meetings • First day calling • Home visits where needed • Meet and greets 	<ul style="list-style-type: none"> • Overall and individual pupil attendance improves • Improvement in PA (Persistent Absence) data • Reduction in number of leave of absence requests • Reduction in number of penalty notices issued • Lateness data shows reduction in number of interventions needed • Whole school attendance targets are met

<ul style="list-style-type: none"> • School nurse support where there is a medical and mental health need • Wrap around care- breakfast and after school club • Parent support meetings and attendance targets for pupils who are persistently absent • Personal attendance plans e.g. for pupils who are recovering from operations 	
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Transition

What we can offer	Measurable outcomes
<p>Use of stories about moving from School to School</p> <ul style="list-style-type: none"> • Extra visits/induction for vulnerable students • Chase up of previous school records on pupil when necessary • Liaising with EYST (Early Years Support Team)-moving from home or pre-school into foundation stage • Liaising with health visitors / school nurse • Pupil passport to outline and meet individual needs where appropriate • Liaising with SALT (Speech and language therapists) when involved • Liaising with receiving schools and nurseries • Transition day into new year group class within Christ the King • Additional visits for Year 2 pupils moving to the Junior Site • Within Christ the King receiving class teachers and teaching assistants have meetings with previous class teacher to gather information on pupils • Interventions for individual pupils put promptly into place where needed- provision map • Support needs of newly arrived children into this country • Support for online school applications for parents • Guided visits for prospective families wishing to attend Christ the King 	<ul style="list-style-type: none"> • Support families with appeals • Family needs are met whilst awaiting placements • Parents and pupils are fully informed about policies and procedures at Parks primary- given school prospectus • Questionnaires show parents and pupils have settled well into Christ the King • EAL pupils and new arrivals to the country have needs met • Transition arrangements in place for vulnerable children

<ul style="list-style-type: none"> • School Readiness Workshops and prospective families wishing to attend to Christ the King 	
Social, Emotional and Mental Health	
<p>What we can offer</p>	<p>Measurable outcomes</p>
<ul style="list-style-type: none"> • School behaviour policy – Boot Camp and rewards/sanctions • Pupil Passports to meet individual needs where appropriate • Reduced timetable if necessary in extreme circumstances • Charity links such as CAFOD, Leicester City of Sanctuary • Zones of regulations – whole school approach, classroom displays and intervention • ELSA to work with pupils and their families where needed • Meditation, Lectio Divina, • Collective Worship and Assembly programme • Emotional check-ins • Qualified Mental Health First Aiders and Senior Mental Health Lead • Bereavement support available to pupils • Referrals to Educational Psychology Service • Referral to Laura centre where needed • Referral to CAMHS (Children, Adolescent Mental Health Service) where appropriate • Referral to SEMH team where appropriate • Referral to Educational Psychologist where appropriate • Pastoral support and interventions for a variety of mental health needs • Emotional Literacy Support -ELSA sessions • Draw and talk therapy • Staff training in dyslexia, ADHD (Attention Deficit Hyperactivity Disorder), ASD (Autism) • Access to Virtual School Team for Looked after Children 	<ul style="list-style-type: none"> • Pupil learning data shows improvement • Reduction in number of safeguarding disclosures • Reduction in number of red/yellow behaviour incidents • Increase in pupils self-help skills • Reduction in fixed term exclusions • Assessments show emotional needs of individual pupils e.g. Boxall Profile / Goodmans SDQ etc... • % of families accessing pastoral support worker/interventions • Children are referred to appropriate agencies and receiving support • Pupil Passports in place for children that need more individual support

<ul style="list-style-type: none"> • Counselling service for school staff 	
Staying Safe	
What we can offer	Measurable outcomes
<ul style="list-style-type: none"> • Relevant policies and procedures e.g. Data Protection, Child Protection, Health and Safety • Restricted watch list for vulnerable pupils • Signpost families to Advice point and Early help response • Kindness Warriors and working towards Anti-Bullying award • Assemblies to raise awareness regarding issues around keeping safe, incl Trusted Adults • Worry Monsters in every classroom • Care plans where appropriate • DAS (Duty And advice Service) accessed where appropriate • School Designated Safeguarding Leads • Whole school safeguarding training • Bespoke safeguarding units taught to children throughout the school e.g. road safety, stranger danger, online cybersecurity, online safety lessons • E-safety Workshop • School nurse drop-ins and referrals • Home visits when appropriate • Link with Police Community Support Officer • Parent workshops run by Family Inclusion Team and outside agencies • PEP/LAC meetings for looked after children • Personal Development Curriculum Map • School nurse drop in sessions for parents • Prevent issues awareness and training for concerns around radicalisation • Tracking, recording and analysis of incidents e.g. through CPOMS • 'Bikeability' • Swimming lessons 	<ul style="list-style-type: none"> • Greater awareness of bullying within the community and a zero-tolerance approach to bullying incidents • Increase in turn-over of families accessing Social Services/Family Support Worker • Welfare and neglect issues on Social Services caseload is reduced • All parents have signed and are adhering to the AUP (Acceptable User Policy) via the AUA (Acceptable User Agreement) • Quality displays evidence pupils new learning • An increasing percentage of parental engagement • An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff • % of families accessing school nurse drop in sessions • % of families attending workshops • Increased number of children achieving 25 meters swimming certificate
Supporting Families	

What we can offer	Measurable outcomes
<ul style="list-style-type: none"> • School-based full time Learning Mentor/ ELSA (available by appointment) • Open door policy • Support via telephone where requested • Support for form completion inc financial support and housing • Signposting to Early Help for more targeted support • Home visits for families with children starting school • Parents evenings termly • Pastoral support- mentor, key adults for children to speak to • SENCo • Family Inclusion Team coffee mornings • Signposting to SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • Signposting to appropriate external agencies, food banks and training • Workshops- based on need • Breakfast club and Afterschool Club 	<ul style="list-style-type: none"> • Pupil learning data shows improvement • Uptake of breakfast club • Uptake of support services increases • Reduction in number of DNAs (Did Not Attend) to appointment • An increasing percentage of parental engagement

The Curriculum

What we can offer	Measurable outcomes
<ul style="list-style-type: none"> • Curriculum Meetings annually • Knowledge organisers and termly curriculum information • Classroom teaching assistants • 1:1 support for children with complex needs • Workshops in EYFS, Reading, Maths, Curriculum and How Children Learn • 1-1 targeted interventions where appropriate • Small group work – including targeted and focused intervention. • Assemblies and Collective Worship • Programme of Catholic Character Formation known as the 'CTK Way' • Personal Development Curriculum 	<ul style="list-style-type: none"> • % of children attending an after school club • % of school trips on offer • Pupil learning/intervention data shows improvement • % of parents attending curriculum meetings • Certificates and prizes awarded for achievements in learning and attitude

<ul style="list-style-type: none"> • Prizes and certificates for achievements in learning and attitude and living out the virtues • Wide range of after school clubs • CTK Experience – incl subsidised Trips and Visits programme 	
The Local Community	
What we can offer	Measurable outcomes
<ul style="list-style-type: none"> • Participation in community events – fairs, choirs etc, • Governors • Community Links such as Fire, Police Community Support Officer, Sustrans, • Links with religious groups • Links with Sure Start • Links with Parishes • Vocation visitors • Supporting charities • Dane View Care Home 	<ul style="list-style-type: none"> • Families have a better understanding of the wider community • Participation of families in community events/groups • Reduction in the percentage of Anti-Social Behaviour incidents • Reduction in PCSO call outs • Visits to places of worship • % of guest speakers

- [Leicester Safeguarding Children Board](#) Website for information on safeguarding children in Leicester
- [SENDIASS](#) Website for advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND)
- [Health for Kids](#) Website for school age children and parents, designed by Leicestershire Partnership Trust school nurses
- [Young Minds](#) The voice for young people's mental health and well-being
- [Mental Health First Aid England](#) Website for Mental Health First Aiders

Contacts :

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