



Mereside Primary Academy - *Our family support and Early Help offer*

At Mereside Primary Academy we are committed to ensuring not just our pupils, but also, our families, are listened to and supported to reach their potential and improve life chances. Developing close working relationships is fundamental to all that we do in school where we consider closely how we can support in reducing the disparities between the area in which they live and life chances.

Post covid we have revised and considered carefully our family support and Early Help offer. We have the highest of ambitions for our children and they play a key role in our early help offer. Our needs are intricate and dependent on a range of factors which needs an overlapping strategy.

Our key principles:

Our aspiration, as a team, is to develop a sustainable, comprehensive offer that meets our objectives over time. Within our family support offer our 4 main objectives are:

- To ensure there is equal opportunity for pupils, families and the wider community
- To improve the health and well-being of the wider school community
- To ensure our pupils and school community have every opportunity to be successful
- To ensure families have access to early help intervention that is aligned to their wants, needs and goals
- To ensure the highest levels of academic entitlement and pupil attendance

Our offer:

As a school we have broken down different strands of early help and family support, ultimately creating five key areas to support the achievement of the above key principles. These come under the headings of physiological needs, safety needs, social needs, self-esteem and self-actualization.

Physiological needs:

- Spare uniform and PE kits for pupils
- Food bank signposting/support with clothing and footwear
- PWO involvement, alongside our family workers, including unannounced home visits
- Regular access to the school nursing team in school and the primary mental health worker
- Supported places for wrap around care
- Partnership with the Blackpool breakfast programme
- Family liaison workers in school to deal to support with issues (including housing)
- Families signposted to local and national support agencies

- Partnership working with the Children's Centre
- Families feel listened to

Safety needs:

- High expectation of behaviour across school
- A commitment to reducing fixed term exclusions
- The development of a restorative practice approach
- Close working partnership with outside agencies e.g. inclusion team, Children's Social Care, local health teams and community police
- Coffee mornings for parents/pupil talks/green club for our more vulnerable children
- Development of the galaxy/core
- A variety of therapy and counselling services, including resilience work
- Curriculum opportunities to facilitate character development

Social needs:

- A clear SEND strategy including provision mapping
- Close collaboration with parents, families and the community i.e. fundraising events, coffee mornings, Freedom Church, Library
- Access to nurture groups
- A behaviour policy and pastoral approach which reflects our approach to restorative practice
- Mental health training and champions
- Resilience support and coaching
- Signposting families, working alongside Blackpool's Early Help team and through Children's Social Care

Self-esteem:

- Close working partnerships with local community groups
- Established school council promoting pupil voice
- Curriculum opportunities which are rooted in 'real-world' contexts and reflect their locality
- 'Book looks' with SLT
- Clear roles and responsibilities in school
- A culture of positive recognition of our families
- The use of our therapy dog, Fudge
- Parental involvement through coffee mornings, stay and read weekly sessions etc
- Access to nurture groups and support from school mentors

Self-actualization:

- SLT are relentless in their pursuit of excellence and ambition for all pupils and expect all pupils to do their best
- Pupils are given the opportunity and freedom to explore and discover through a broad range of learning experiences (entitlement curriculum)
- A clear, reflective AIP
- PSHE curriculum support

Within school, we have two family support workers so families have a 'constant' person to liaise with and a familiar face when approaching school. Whilst school will do everything in our power to support families, parents and carers must ultimately be receptive to the support on offer and engage with both school and outside agencies to ensure maximum impact from the support on offer.

Every case is viewed individually and a range of different approaches may be used in different situations depending upon the need. Our offer is regularly reviewed and amended in light of an ever-changing world by both SLT and our Family Support Workers.