Vulnerable Pupils' Policy

This policy was agreed by governors.

Committee	Date:	Next Review Date:
Learning & Attainment	24th September 2015	Autumn 2018
Learning & Attainment	Spring 2019	Spring 2022
Learning & Attainment	Spring 2022	Spring 2025
Learning & Attainment	Spring 2025	Spring 2028

Principles

Some children may need more support than others at times. This support can vary depending on need and can occur at different times during the child's school career. This policy sets out what we mean by vulnerable, how we identify vulnerable children and the various ways in which we support them. This policy should be read in conjunction with policies relating to Safeguarding, Child Protection, SEND: Equalities, Promoting Positive Behaviour, Charging, Debt & Remission Policy and Induction.

A 'Vulnerable Child' is one whose health or emotional well-being is such that there is an impact on their ability to learn and engage with the opportunities provided. This may mean they are not reaching their potential.

Children may be vulnerable if there is evidence to suggest that the transition from Infant to Junior or from Junior to Secondary school could be difficult for them.

Children who are at risk of exclusion are vulnerable.

Vulnerable children can also include children who have a special educational need or disability and also some children who are emergent bilingual speakers.

Other groups of potentially vulnerable children are listed in Appendix A although no list will ever be exhaustive.

Aims

To make sure that a child who is vulnerable is supported within school, within their home setting and within their wider community.

To work with children, families and outside agencies to identify and access the best available support.

Practice

Identifying Vulnerable Children and Families

All parents are encouraged to speak to a member of the Leadership Team in confidence and appropriate support is identified in line with school policies.

The Head Teacher meets with the Head of the Infants school to transfer information about vulnerable pupils. Children who join the school at a time other than at the beginning of Year 3 are met by a member of the Office team, with their family.

DSL (Designated Safeguarding Lead) and SENDCo (Special Education Needs and Disabilities Co-ordinator) handover between Y6 and Y7 happens in the Summer Term. If vulnerable pupils leave the school before Y6, handover to the new school will be led by a member of the Leadership Team depending on the nature of the vulnerability.

The Senior Leadership Team in conjunction with the Maths and Literacy Subject Leaders, analyse data after each assessment period to identify underachievement of children or groups of children. During pupil progress meetings with teachers any issues are raised. Children who have not made the expected progress will be discussed and appropriate actions agreed.

Formal and Informal Parent Meetings

Formal parent meetings take place in the Autumn and Spring terms. Parents/carers can meet with class teachers (or a member of the Senior Leadership team on request) to ensure their children's needs are fully met. Parents/carers of children with SEND attend meetings in the Spring and Summer terms with the SENDCO and class teachers to discuss their child's needs and progress. As a school we recognise that parents/carers of vulnerable children may need to meet more often and arrange this as and when required.

The school has an 'open door' policy and secures good relationships with families.

Roles and Responsibilities

- Any information received by class teachers should be recorded and passed to a member of the Leadership Team.
- Staff working with vulnerable children will be informed in as much detail as is required. Confidentiality is very important and information is on a need-to-know basis. Staff may be asked to keep an eye on certain children, engage with them, and ensure they are managing well.
- Any child protection issues must be taken directly to the Designated Safeguarding Lead or in their absence, one of the Deputy DSLs as stated in the Safeguarding policy.
- All information on children must be stored in a secure place.
- All safeguarding paperwork is stored securely on the MyConcern system or, in the case of paper copies, in the Head Teacher's office.
- Archived paperwork is kept securely in line with Borough guidance

Support could include:

- In-class support
- Targeted support through Breakfast and extra-curricular clubs, music tuition or other enrichment activities funded by Pupil Premium
- Referral to outside agencies, e.g. CAMHs, Young Carers
- In-school Well Being Support Worker sessions (WSW)
- Support for children or parents from the Inclusion Mentor, including signposting to outside agencies
- Interventions to support learning as appropriate

In addition, the Year 6 residential trip and other financial charges, including school meals (if appropriate) and extended school clubs, may be remitted in part in response to a request by the parent or carer either in writing to the Head Teacher or at the discretion of the Head Teacher under this policy using the Pupil Premium Grant.

Monitoring and Evaluation

Information about the wellbeing and progress of vulnerable pupils will be reported to Governors via the Learning and Attainment Committee termly.

Appendix A

Research has shown that the following children may be vulnerable:

- Looked after children and previously looked after children
- Children under a Special Guardianship Order
- Children in private fostering
- Children who have or who have had a Social worker
- Children with behavioural or emotional difficulties
- Children with medical or mental health needs
- Children with disabilities
- Children with low attendance or punctuality
- Children who are or have been on the child protection register
- Children who have witnessed domestic abuse
- Children whose parents/carers misuse drugs or alcohol
- Children whose family circumstances have changed suddenly due to separation, divorce, bereavement, illness or unemployment
- Children in temporary accommodation
- Children newly arrived from overseas
- Children who are young carers
- Children whose parents/family members have disabilities, mental health problems, or medical needs