

NORDEN COMMUNITY PRIMARY SCHOOL

POLICY FOR VULNERABLE CHILDREN

INTRODUCTION

This policy has been put into place to ensure that Vulnerable Children from the different groups identified by the DfE are provided with a co-ordinated response to their needs by this school. Many of these children are identified by legislation and DFE/DOH guidance under some of the following headings:

- Safeguarding - Keeping Children safe in Education
- SEND which includes Communication, Cognition and Learning, Social Emotional and Mental Health, Physical Disabilities and those with Education Health and Care Plans;
- Looked After Children; Young Carers/Care Leavers
- Pupil Premium and Pupil Premium Plus Children
- Remote Education for those educated at home
- Medical needs/Sick Children;
- Children with Mental Health and Well Being issues
- Behaviour, Attendance and Anti Bullying Issues
- Children living in Temporary Accommodation;
- Missing Children

Some of these identified groups already have a Designated Lead, a separate identified budget and a Legal Duty to make annual reports for publication on the school's website.

INTENT

1. We will publish easily accessible information for pupils, parents and carers about provision for vulnerable children on the school website. Reporting dates identified in Government documentation will be adhered to and this section of the website will be reviewed at least annually as reports are uploaded.
2. This school will use its best endeavours and make reasonable adjustments to provide and teach a planned and well-sequenced curriculum to all vulnerable children, according to their age and stage, enabling good progress to be made in every year group. .
3. In dealing with any issues regarding Vulnerable Children, Section 17 of the Children Act 1989, The Single Equality Act 2010, The Children and Family Act of 2014, The Code of Practice 2015 and any subsequent DfE guidance will be strictly adhered to and undertaken within current GDPR regulations of confidentiality.

IMPLEMENTATION

1. Safeguarding in all its aspects, including digital technology both in and out of school, will have the highest priority for all Vulnerable Children.
2. Designated Senior Leaders for Safeguarding, Mental Health, Looked after Children, Pupil Premium, Remote Education and the SENDCO will work closely together on a child by child basis to ensure all vulnerable children are having their individual needs assessed by following the graduated approach of Assess, Plan, Do, Review as identified in the SEND Code of Practice 2015 These identified staff will be given overarching responsibility for the quality and delivery of both in class and remote education.
3. The above mentioned staff will have speedy and decisive access to the Senior Leadership Team and where appropriate will be members of the Extended Leadership Team.
4. Vulnerable Children will be identified and reviewed on a regular basis.
5. Many Vulnerable Children have separate funding streams attached to them or for them and it will be the responsibility of those in leadership for this to be operated in a co-ordinated manner for the benefit of each child.
6. Flexibility of resources will be paramount and readily available for changing priorities and need.
7. Pupils will receive timely and frequent feedback on how to progress and their actual progress, using digitally-facilitated or whole-class feedback where appropriate
8. The school will work collaboratively with families, to reassure, recommend and put in place reasonable adjustments as necessary, so that all Vulnerable Children, particularly those with SEND, can successfully access the curriculum alongside their peers.
9. Where individuals who are self-isolating are within the DfE definition of vulnerable, the school will use its reasonable best endeavours to put systems in place to keep in contact with them.
10. When a vulnerable child is asked to self-isolate for whatever reason, the school will notify any other agency involved with that child as per other school policies and school leaders will agree, reasonable and practical ways to maintain contact and offer support.

IMPACT

1. All Vulnerable Children following this graduated approach will be provided with and taught a planned and well-sequenced curriculum that will have been co-produced with them and for their specific identified needs.
2. Any remote teaching undertaken for medical reasons or Government directives will ensure that knowledge, skills and understanding are taught incrementally so that pupils can make good progress through the school's curriculum.
3. The mental health and well-being of Vulnerable Children will become a major priority of the school.
4. The school will have in place reasonable, practical procedures to regularly check if a Vulnerable Child is thriving in as many aspects of school life as possible.
5. The Leadership Team along with identified Governors will actively promote this Vulnerable Children's Policy and ensure that this is kept under regular review.

R.Bentham February 2021

Approved by the Governing Board March 2021