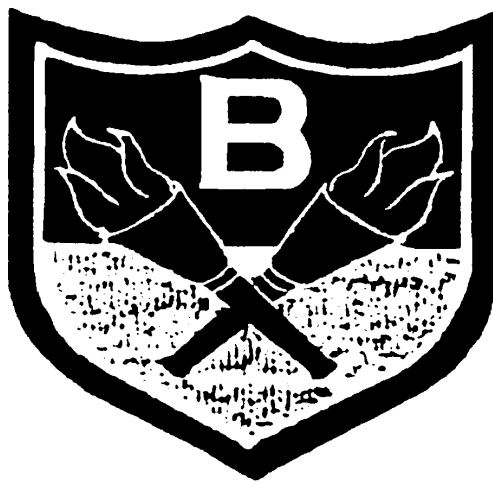


# Beaconsfield Primary School



## Vulnerable Children's Policy

**January 2012**

Date approved by governors: January 2012  
Review date: January 2013



# Beaconsfield Primary School

## Vulnerable Children's Policy

Leader: Dave Woods

### Introduction

This policy is a response to Every Child Matters (ECM). ECM aims to make sure that every child and young person has the opportunity to fulfil their potential, and no child slips through the net. ECM aims to promote and enable change to secure better outcomes for children and their families in light of local circumstances. ECM sets out new duties to ensure the child welfare is highlighted in the work of all relevant agencies and in a way in which they work together. It provides the framework for co-operation across services in particular health services, schools, the Police and the voluntary and community sectors. Raising standards for all children in school and inclusion must go hand in hand in schools. In particular, schools have a critical role in raising the educational achievements of children in care and other groups that have consistently underachieved. We have drawn together the work we have previously done and identified future developments. This policy summarises our support to vulnerable pupils. Many aspects are offered to all pupils in the school and are detailed in other policies.

### Context of School

Beaconsfield is situated in the socially disadvantage area of Ealing.

- ◆ 26.8% of pupils have Special Educational Needs (SEN)(SA + SAP)
- ◆ Over 96% of pupils have English as an additional language
- ◆ 17% of pupils estimated to be from asylum seekers or refugee families
- ◆ One child 'Looked After'<sup>1</sup>

Many parents do not read or write English. A large proportion has only lived in the UK for a short time.

Despite these circumstances parents value education; are exceptionally supportive of the school; and seek our advice within our relationship of trust.

As part of the LA's policy of inclusion, children with a wide range of learning difficulties - from those with profound and multiple learning difficulties to those with emotional and behavioural difficulties are taught here.

### School aims

Within the context outlined above Beaconsfield aims to:-

- ◆ Provide a broad and balanced curriculum for all children, allowing them to develop their full potential academically, physically and socially.
- ◆ Work in partnership with the local community and our families to prepare children for their future life.
- ◆ Create a caring and secure environment in which teaching and learning can flourish for all children and staff.

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<sup>1</sup> Historically there are very few "looked after" children at Beaconsfield. Our Parent Support Adviser, children protection officer and mid phase entry policy ensure all such pupils receives the necessary support.



This policy aims to strengthen preventive services at Beaconsfield by:

- ◆ Supporting parents and carers
- ◆ Early intervention and effective protection
- ◆ Improving accountability
- ◆ Workforce reform

These aims are delivered through the following key areas:

- ◆ Promoting physical and mental health
- ◆ Protecting children from harm and neglect
- ◆ Education and training
- ◆ Contribution to society

### **Promoting physical and mental health**

#### **School activities:**

- ◆ The clinical psychologist (ending Summer 2012) provides a forum in which children can discuss issues worrying them in a confidential setting.
- ◆ Parent Support Advisor (PSA) and Deputy Head Teacher (DHT) meet new families, targeted families where concerns have been expressed. They support families in issues with housing etc.
- ◆ Our PSA and DHT builds up good relationships with families and alerts staff where there are causes for concern
- ◆ School has an Occupational Therapist (OT) and Speech & Language Therapist (SaLT) on staff part-time each week to provide fast access to support.
- ◆ Parents and carers have access to the school nurse who visits the school as required. Her time can be set aside to meet with parents to discuss health concerns.
- ◆ The school provides a balanced and varied school dinner for children in line with nutritional guidelines.
- ◆ The children in every class are involved in physical activity twice a week as part of the national curriculum provision. Children are also offered the chance to participate in after school clubs. School has 30 minutes of fitness session each week.
- ◆ The school is part of the 'Healthy Fruit/School Scheme' and as such children in KS1 are given fruit each day. Children in EYFS and KS1 also receive milk daily. This has resulted in those children having a healthy snack prior to break time and has cut down on litter in the playground.
- ◆ As part of the science curriculum children learn about healthy and unhealthy options. Children are also given the chance to produce healthy diets/menus.

### **Protecting children from harm and neglect**

#### **School activities:**

- ◆ At Beaconsfield we believe strongly that children should be protected from bullying and harassment and the anti-bullying policy of the school reflects this. Incidents of bullying are dealt with and monitored very closely.
- ◆ All adults that work with pupils undergo an enhanced CRB check.
- ◆ Appropriate information about vulnerable children is held by the Inclusion Leader, child protection teacher and class teachers. This is discussed informally throughout the term. Information is shared about children, their needs are identified and services are provided that would best meet their needs.



- ◆ The Child Protection Teacher works closely with outside agencies and monitors the academic and emotional progress of:
  - Children with a child protection plan
  - Children looked after
  - Children in need

### **Education and training**

#### **School activities:**

- ◆ At Beaconsfield, parents and carers are encouraged to be actively involved and support their child's education through homework that is set, parents' evening and curriculum meetings.
- ◆ Children's academic progress is closely monitored; termly assessments provide an up to date record of the progress made in numeracy and literacy.
- ◆ The ESW and PSA closely monitor children who have poor attendance on a weekly basis. The Child Protection Teacher also monitors the attendance of children known to social services and reports any unexplained absences to them.
- ◆ The curriculum is adapted to provide children with leisure, sport and art activities as many children's personal circumstances make it difficult for them to access after school facilities.

### **Contribution to society**

#### **School activities:**

At Beaconsfield Primary School all children are made aware of rights and responsibilities through the following forums: -

- ◆ RE lessons/Assemblies- promote our values and ethos
- ◆ Circle Time - children are given the opportunity to contribute to, take decisions and run activities for themselves.
- ◆ Citizenship and PSHE curriculum
- ◆ Social and emotional curriculum
- ◆ The school council - this provides a voice for all children and involves them actively in decisions that affect them.
- ◆ Classroom organisation - at Beaconsfield children take an active part in setting up the classroom including devising class rules. The children are encouraged to be independent learners.

### **Monitoring and evaluation**

Monitoring and evaluation of children's progress is the responsibility of all staff, however there are key people with responsibility:

<b>AREA OF RESPONSIBILITY</b>	<b>STAFF MEMBER(S) RESPONSIBLE</b>
SEN	Mrs Poonai
Child Protection	Mr Woods Ms. Starr
Behaviour	Mrs Poonai
Children Looked After	Mr Woods



## Systems and procedures

All children require additional support at some stage in their educational development.

We focus however in this policy on:

- ◆ Children with a child protection plan
- ◆ Children who are in care (looked after children)
- ◆ Children known to social services (children in need)
- ◆ Children with special educational needs
- ◆ Children at risk of exclusion due to emotional, behavioural or attendance issues
- ◆ Children with exceptional circumstances

To focus our work we have adopted a prioritisation formula chart shown below: -

<b>CATEGORIES OF VULNERABILITY</b>	<b>VULNERABILITY RATING</b>
Children looked after	5 *
Children on the child protection register	5 *
Children in need	4*
Children with a statement of SEN /Resourced provision	5 *
Children at SA+ on the COP	3
Children at the risk of exclusion	5 *
Children seeing the clinical psychologist	3
Children with exceptional circumstances (ARP Provision)	5*

Termly monitoring of all pupils takes place. Pupils who score 4 and above (\*on the vulnerability ratings scale) are subject to more detailed monitoring. Their academic achievement is closely tracked by class teachers and SLT regularly. If a child has Looked After status they will be known to a Social Worker who will liaise with the school to produce a LAC Programme. Children who are mid-phase admissions or who have attendance issues may also be closely monitored.

The policy closely links with other key policies within the school. These policies should be reviewed in conjunction with the Vulnerable Children's Policy

Equality and Diversity

Mid Phase Admissions

Child Protection and Safeguarding

Anti-Bullying

Inclusion

English as an Additional Language

Behaviour

Looked After Children's Policy

This policy is reviewed in line with the school review of policies timetable, as noted on the front page.