

St Anne's RC Primary and Nursery School Audenshaw

Policy for Vulnerable Children

**“To help every person here to achieve his or her best in work and play.
To celebrate whatever is good and to follow in the footsteps of Jesus
by supporting and forgiving each other, for the honour and glory of God.”**

In line with our Mission Statement Values of helping everyone here to achieve their best St Anne's RC Primary and Nursery School is committed to Inclusion.

We endeavour to take a personalised approach to pupils' learning by supporting children's wider well-being and helping them to reach the highest possible standards.

We ensure that the school ethos is supportive and anti-discriminatory. We encourage all parents to value education; and most are exceptionally supportive of the school; and seek our advice within our relationship of trust. This policy aims to strengthen preventive services at St Anne's By supporting parents and carers and by providing early intervention and effective protection.

Aims

At St Anne's RC Primary School we will:

- Provide a broad and balanced curriculum for all children, allowing them to develop academically, spiritually, morally, physically and socially.
- Work in partnership with the local community, parish and families to prepare our children for their future life.
- Create a happy, caring, stimulating and secure environment in which teaching and learning can flourish for all children and staff.
- Monitor attendance and punctuality to improve accountability of both parents and children.
- Identify those children who are vulnerable*

We identify Vulnerable Children by:

1. Meetings with Parents First parent/carer
2. Parent Evening
3. Children's records from previous schools and agencies
4. In school observations
5. In-school assessments/target setting meetings]
6. In school Child Protection Concerns
7. Discussion between staff, SENCO and head teacher
8. Attendance and punctuality
9. Data Information from previous schools
10. Information from family members

All appropriate information on vulnerable children is held by the head teacher, SENCO, and class teachers. This is discussed throughout the term. Information is shared about children, their needs are identified and services are provided to meet their needs

We support our vulnerable children and their families by:

- Encouraging families to
- be actively involved and support their child's education through homework
- attend Parent/ Teacher Meetings
- monitoring academic progress through termly assessments and recording of the progress in Reading, Writing and Maths (this may include intervention Programmes)
- monitoring attendance of all children, but especially those known to Children's Social Care and those with historically poor attendance.
- adapting the curriculum to provide for those whose personal circumstances make it difficult for them to access after school facilities.
- Promoting a curriculum which teaches an awareness of staying safe, mainly, but not exclusively through RE and Science

(including: physical and mental health, protection from harm and neglect, Sex and Relationship lessons, Citizenship and PSHE Social and emotional curriculum, being welcomed into our school Community, RE lessons/Assemblies- promoting our values and ethos, Circle Time).

Pupil Voice and Leadership

Our children are given the opportunity to contribute to life in school, make decisions and run activities for themselves in the following ways:

- The school council - this provides a voice for all children and involves them actively in decisions that affect them. There are three week-long Pupil Voice assemblies each year, where children discuss aspects of school life and have opportunity to voice their ideas and opinions. Year 6 take the minutes for these sessions.
- Children take an active part in setting up the classroom including devising our Behaviour Plans, including class rules, rights and responsibilities.
- Children are encouraged to be independent learners.
- Year 5 and 6 apply to be a Peer Supporters or Junior Play Leader, assisting with concerns on the playground and leading sports activities during play and lunch times.
- There is an Eco club with representatives from each Key Stage 2 Class.
- There is a Chaplaincy Group who assist with decisions and opinions regarding SMSC and the Religious Life of our school.

Guidelines

In addition to their academic progress and outcomes all our children are monitored for their emotional, social and physical well-being.

This is mainly achieved through knowing each child and their family well and recognising a "change". Initially this is addressed through an informal discussion with the parent, which usually results in a careful "watch" for an agreed length of time, with the parent "checking in" with the class or Headteacher.

However if it is agreed that there are further concerns children who are vulnerable will be furthered monitored in one or more of the following ways:

discussions involving the headteacher, SENCO, class teacher and

The class teacher will record information if necessary

Child and Family meeting (other agencies, such as the Educational Psychologist

School Nurse, Speech Therapist or Social Care Team who may be involved with the child and will be invited)

Common Assessment Framework meeting (outside agencies will be involved)

Attendance plan

Involvement with the Learning Mentor such as inclusion in Social stories groups, sessions, additional Circle Time sessions, one to one or small group sessions for specific areas such as Reading or Handwriting etc

The governor with responsibility for inclusion issues monitors the provision for Vulnerable Children. The governor will liaise with the head teacher and SENCO to ensure they are fully up to date with what is happening in school.

A Written termly report provides feed back to the Governing Body.

This policy will be reviewed bi-annually

Last Reviewed: September 2017

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This may include children who are: Looked After (LAC) Asylum seekers, on the Child Protection Register or with child protection concerns, the subject of parental Court Orders, newly arrived into the U.K, require a CAF, Mid-term Admissions, speaking English as an additional language (EAL), Travellers, Additional Needs children (particularly those with an Education Health Care Plan, physically unwell, poor attenders, Able and Talented, suffering from an emotional event such as a bereavement or family breakdown,