



BARNBY DUN PRIMARY ACADEMY

Procedures for the support and identification of vulnerable children

Rationale

'We want every young person to achieve their potential and enjoy their time in education'.

'The best way to achieve world class standards is a system in which all children receive teaching tailored to their needs... and highly personalised support.'

(The Children's Plan. 2008 DCSF)

At Barnby Dun Primary Academy we believe that 'Every Child Matters' and aim to place this at the heart of everything we do. We understand the vital role that school plays in identifying vulnerable children and providing the appropriate support to ensure that all our pupils develop into healthy, happy and successful individuals.

We recognise that children may go through short or extended periods of vulnerability, and we have a duty to support them for as long as it takes to ensure that they achieve success as learners and have the confidence and skill to develop into good citizens.

The following procedures are adhered to, by all staff, in identifying and supporting vulnerable children and their families.

Identification

'Children in need are those who are unlikely to reach or maintain a reasonable level of health and development without the provision of additional services.'

(The Children's Act 1989)

We recognise that in order to identify children successfully, we need to build good relationships with pupils and their families from the earliest opportunity. By working as a team, with school, parents/carers and pupils involved in regular dialogue, then it is more likely that individual needs will be identified quickly and timely support and intervention provided.

Vulnerable children may be identified through:

- Information from home due to changes of circumstances;
- Observation of behaviour within school including changes to appearance, academic performance, attitudes, social behaviour, punctuality or attendance;
- Identification of learning needs;
- Diagnosis of illness or disability;
- Information received from other agencies working with the child or family and;
- Child disclosure.

If a child is identified as being on the Continuum of Need then the following procedures are put in place:

Children who are identified as being on the Continuum of Need may be at different points on the continuum and therefore response will vary according to the need.

The 4 thresholds on the continuum are:

- Universal
- Vulnerable
- Complex
- Acute

Universal

Children or young people who are likely to achieve a reasonable standard of health and development with the support of universal services. They have no identified additional needs.

- Children at this point are usually identified as a 'cause for concern' by individual staff members or through information received by a parent/carer.
- Whenever a child is identified as giving cause for concern this should be discussed with the relevant staff. All staff who work closely with this child should be alerted to be vigilant when dealing with the child.

- Where appropriate individual pastoral or curriculum modifications may be put in place to meet the child's needs. The members of staff who work most closely with the child are responsible for putting into place additional support where appropriate, with support from the Inclusion Manager if necessary.
- It may also be appropriate to refer to the School Nurse in order to access basic medical concerns such as hearing loss etc.

Vulnerable children or young people who have additional needs which may be unclear or identified. Response services are universal services and/or targeted services.

- Children who are identified as vulnerable may need additional support as their need may be longer term or require more structured intervention from school to help meet the individual need. At this point it may be suitable to consider beginning a CAF assessment.
- Children with behaviour difficulties - please see Behaviour Policy.
- It may be appropriate for some children to have regularly reviewed Pastoral Support Plans to identify the area of need and to put into place modifications to the curriculum or support structures in school to help meet their needs. These should be drawn up by the child's class teacher, in discussion with the Inclusion Manager and the child's parent/carer.
- Children who are identified as Learners with Additional Learning Needs - please see the Special Educational Needs Policy. In addition please see Inclusion Policy.
- For pupils with identified medical needs it is necessary to work closely with other medical agencies as well as with the parents or carers to ensure that appropriate provision and a Care Plan is put into place quickly and reviewed regularly.
- At this point it may be appropriate for some children and their families to access support from the Parent Support Advisor to provide some basic support or to signpost to parents/carers where additional help for families can be found.

Complex

Children or young people who are likely to need longer term intervention from statutory or specialist services. There may also be complex family issues.

Children who are identified as having complex needs may need external specialist support in addition to the provision which school can put in place; in order to have their needs met.

It is likely that children who are at this point on the continuum may need long term support, along with their families if they are to become successful learners. Their needs are likely to cover multiple areas of need and involve not just the pupil but the family as well.

In order to identify the areas of need for individuals and their families then a CAF assessment should be completed. This should be done by the member of staff who has built up the closest working relationship with the family, often with the support and involvement of the Inclusion Manager.

- Following the completion of the CAF, then referral to other agencies should be done quickly. All staff should be willing to work closely with other agencies such as Health, Child and Adult Mental Health Services (CAMHS) and specialist support services such as for ASD and Downs Syndrome. Team around the Child and other meetings are regularly held at school in order to develop and review provision.
- For some children who have complex medical or educational needs, specialist advisors are welcomed into school and their support should be sought wherever necessary. Advice about modifications to the curriculum should be implemented quickly. All staff are expected to share information with appropriate agencies whenever necessary. Requests for assessments should be completed rigorously and in detail.

Acute

Children or young people with acute needs that require statutory intensive support including child protection.

Pupils identified as being at the point of acute need are usually those for whom previous intervention and support through the CAF system has been ineffective. In addition, where children are at risk they should immediately be placed at this point on the continuum.

Please see Safeguarding and Child Protection Policies, which give details of the procedures to be followed.

- Advice should be sought from the Designated Safeguarding Leader in school (C. Robinson), (H.Kingdon) or in their absence the Deputy Safeguarding Leader/ Inclusion Manager (D.Pedder) is also available if any member of staff has concerns about a pupil's immediate welfare.
- Work with children's services and the family should be a priority in order to secure appropriate outcomes for the child.

Section 11 of The Children's Act (2004) outlines the duty for key organisations to have regard to the need to safeguard and promote the welfare of children and this is the key driver for our work with vulnerable pupils at Barnby Dun Primary Academy.

Irrespective of where a child is placed on the Continuum of Need, all members of the Senior Leadership Team and the Inclusion Manager are available to discuss concerns with any member of staff and to offer advice and support to colleagues. Vulnerable Children are recorded on the Class Provision Map.

Children can be entered onto the Continuum of Need at any point and if appropriate, they can be removed when they are deemed to be no longer vulnerable. This should happen as a result of discussion with the Head Teacher, Deputy Head Teacher and Inclusion Manager.

Written by D.Pedder and C. Robinson
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