Ensuring Achievement for Vulnerable Children Policy

Committee: Achievement and Learning

Date Published: December 2018

Expiry Date: December 2021

At Blenheim we aim to embed practice which supports closing the gaps in achievement between disadvantaged students and their peers. We aim to identify vulnerable children and to support individuals and groups in appropriate ways so that they are all able to reach their full potential.

At Blenheim High School we believe that effective student progress and achievement is the result of effective teaching, care and guidance. There should be effective relationships, based on mutual respect and self-esteem related to the needs of all learners. It is important to remember that learning takes place throughout all aspects of school life; it is wider than the taught curriculum.

We recognise that some students, because of other factors, may need additional support at some time during their secondary schooling or indeed throughout compulsory schooling and we aim to meet these needs through appropriate strategies within our resources.

This policy should be read in conjunction with the Child Protection and Safeguarding Policy.

Policy into Practice

Vulnerable students are likely to be found in any group for whom schooling may prove more challenging than for the majority of students. This can be for a variety of reasons, often external to school and would also include emotional challenges.

These individuals and /or groups are likely to include:

- Children subject to a Child Protection Plan.
- Children in Need
- Children in Care
- Those below national benchmarks in English or Maths at KS2 on entry to KS3
- Students on FSM
- Students on a Pastoral Support Programme (PSP)
- Individuals working with the school's Learning Mentors
- Young mothers/pregnant students
- Ethnic minorities
- Young Carers
- Students with EAL
- Students with persistent absence
- Students with a Risk Assessment in place
- Students on an Alternative Programme
- SEND students
- GAMA students
- Students with medical needs

(This is not meant to be an exhaustive list.)

Identification:

A range of criteria will be used including:

- Entitlement to Pupil Premium funding
- Primary school records
- Pupil Attitude to Self and School data
- MidYIS scores, KS2 and KS3 levels
- Attendance
- Information from the Local Authority
- Feedback from SENCO
- Feedback from School Health

- Feedback from Family Support Workers
- Concern of Heads and Assistant Heads of Year
- In school tracking data.

Monitoring will take place through:

- Form tutors/Pastoral system
- Heads of Year tracking of Key and Tri Weekly Assessments
- Subject teachers' tracking systems
- Tracking by Deputy Head of Curriculum and Raising Standards Leads
- Annual Reviews
- Termly whole school book scrutiny
- Student Progress Reports
- Regular update testing for students with learning difficulties
- Information observation/classroom observation
- Attitude to Learning scores
- Attendance at multi-agency meetings.
- SENCO

Intervention:

- Where tracking highlights a concern for either an individual or group, the intervention will be matched to need, through the deployment of available resources.
- All additional interventions will be collated and tracked centrally.

Governors:

Governors will monitor the effectiveness of this policy through the Learning and Progress and Student Development Committees; link meetings with the SENCO; Headteacher's Reports to Governors and results through the Learning and Progress Committee.