



# SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL (VC)

Learn together - Enjoy together - Succeed together

*"In everything - in every circumstance - do to others as you would have them do to you."*

Matthew 7:12

## CHILDREN KNOWN TO A SOCIAL WORKER POLICY

<b>Document Information</b>			
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<b>Review Cycle:</b>	Annual	<b>Ratified by FGB:</b>	15/3/23

The following amendments have been made to this policy since the 'ratified by' date.

Date	Page number	Section	Details of change

These changes / recommendations will be reviewed / ratified by Full Governing Body for the 'review cycle' as quoted above.

## **Policy Objective:**

To promote the educational outcomes of the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 up to 18, so that these children make educational progress.

At **Spellbrook Primary** School we will ensure that children with a social worker and those who have previously had a social worker (CKSW) have access to excellent educational provision that supports engagement and attendance so that these children are kept safe from harm and are able to reach their potential, in accordance with the *DfE's 'Promoting the education of children with a social worker' Virtual School Head role extension, June 2021*.

We recognise that our school plays a vital role in maintaining high aspiration for CKSW and that providing a stable base for these children and promoting their academic, social and emotional development will level up their outcomes and narrow the attainment gap. To this end, we promote whole school staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that CKSW experience and feel able to support the children discretely and confidentially, as needs arise. We understand the need to work in a 'relationship-based' way so that these children and their families are valued as part of our school community.

Our aim is to champion the educational attendance, attainment and progress of CKSW to ensure they make rapid educational and social progress whilst on roll at this school.

## **Equality and Diversity statement**

This policy is intended to be helpful for improvement in the education available for all learners but has a focus on CKSW who, statistically, experience disadvantage in education (see p 8-9 of guidance). The criteria are clear that the expectation is that all learners receive a high-quality, ambitious education; that providers are inclusive of all learners; and that all providers must be meeting their statutory duties, including those under the Equality Act 2010 and all protected characteristics therein.

The Virtual School Attachment Aware and Trauma Informed Toolkit training will support a greater understanding of diversity and equality and is relevant to many children.

## **Roles and Responsibilities:**

**The Headteacher and Governing Body** are committed to promoting improved educational life chances for CKSW through partnership work with other agencies, so that the system around these children and families prioritises education.

**All staff** will promote improved educational life chances for CKSW:

- reading this school policy addendum for CKSW
- attending relevant training, including the Virtual School toolkit training on 'Attachment Aware and Trauma-Informed Practice' (to be found on the Virtual School website: [www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool))
- playing their part in creating a school and classroom ethos so that individual needs are understood and supported.

### **Attendance:**

School attendance procedures will support regular and good attendance. Where there is a concern about attendance or punctuality the school will contact the parent, social worker and other professionals, as an early intervention, as outlined in our attendance policy.

### **Admissions/ Transitions:**

- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of needs and support such as a staff mentor
- structured activities to secure good attachment in school with both staff and peers.

### **Additional Educational Needs:**

- having high expectations
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher oversight (*in line with the Lamb Report, Dec '09*)
- ensuring that progress is regularly monitored and reviewed.

### **Special Educational Needs & Disabilities:**

- ensuring that CKSW are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (*in line with the SEND Code of Practice*)
- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEND Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher oversight
- that with the school SENCO the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

### **Safeguarding:**

School policies around safeguarding are understood and that school is seen as a protective factor for CKSW, where school attendance can help keep a child safe from harm either in the home or from non-familial abuse.

### **Alternative Provision:**

- Any variation to a full-time provision on site is agreed with parents and social care and is time limited.
- Be full-time (25 hours) or contribute to full-time attendance and be of high quality.
- Meet the educational needs of the child.
- Will provide the opportunity to make rapid progress in the course of study provided by the setting.

### **Exclusion:**

We have reviewed the school behaviour policy (February 2023) in line with the new duty guidance published in June 2021 (*Promoting the education of children with a social worker, Virtual School Head role extension, June 2021*).

- We will make every effort to avoid exclusion, in recognition of the increased risk this poses in terms of CKSW quickly disengaging from the school.
- If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.
- We will use the following methods to avoid excluding a child
  - A risk reduction plan specific to the child
  - Targeted support and reasonable adjustments
  - A specific named adult and agreed place to go when required
  - SEND support, where applicable
  - Meetings with parents
  - Involving the child in discussions and targets
  - Involvement of social services
  - Involvement of external agencies
- School procedures are in place to reduce the risk of exclusion of a child with special educational needs. Exclusion as a behaviour management action will be a last possible resort (*Regulation 4(1)(c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made*).

### **Multi-Agency Working:**

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education outcomes of CKSW, supporting progress and enabling these children to reach their potential.

**The Headteacher and Governing Body will ensure that all staff are briefed on the guidance and practice outlined in this policy addendum.**

The Hertfordshire Virtual School for Children Looked After

- *Website:* [www.hertfordshire.gov.uk/virtualschool](http://www.hertfordshire.gov.uk/virtualschool)
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