



Vulnerable Children Policy 2025 -2026

APPROVED BY GOVERNORS:

POLICY TO BE REVIEWED:

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NORWOOD PRIMARY SCHOOL

Vulnerable Children Policy

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Purpose

- To give a clear definition as to what a vulnerable child is.
- To identify the support that could be offered to vulnerable children.
- To identify the roles and responsibilities of members of the school community with respect to vulnerable children.

Introduction

At Norwood Primary School, we are all committed to providing a happy, caring and secure learning environment for all of our pupils. We recognise the fundamental right of every child to feel safe in all areas of the school and at all times during the school day. As a school who are passionate about allowing and supporting all children to develop to their full potential in all areas.

The 2002 Education Act Section 175 places a statutory duty upon local authorities to safeguard and promote the welfare of children in its charge. Education has a key role to play in dispensing that duty and all teachers must be aware of procedures. It is the policy of Norwood Primary School to follow the procedures set out in this document. All staff have access to the Child Protection Policy which is reviewed annually with them

Definition

At Norwood, we consider a vulnerable child to be a child who is at risk of not achieving their full potential (socially, emotionally, academically or physically) due to lack of opportunities or a barrier that has been created which puts them at a disadvantage to their peers which in turn makes them vulnerable.

Norwood Primary School recognizes that a child's vulnerability may be temporary or for a long-period of time often requiring extra support for social, emotional, academic and overall development.

These risk factors could include:

- Children who have Special Educational Needs
- Children in receipt of Pupil Premium
- Children who have experienced trauma (bereavement, domestic violence, family separation, riots, bullying etc)
- Children who are known to Social Care
- Children in Care or Post Children in Care
- Children who have persistent or marginal absence
- Children with medical needs
- Family ACEs
- Children who have been excluded or suspended
- English as an additional language
- Minority groups
- Young Carers
- Parents in Prison
- Sexuality and Gender Identity

It is worth noting that this list of risk factors is not exhaustive. We also note that risk factors may change at Norwood due to social demographics, environmental and economic factors and therefore this policy will be reviewed with this in mind. Due to this, each child and family will be viewed in isolation and treated as individuals.

Identification

All staff are responsible for the identification of vulnerable children and should share any concerns to the Designated Safeguarding Lead (DSL) or Inclusion Lead recording their concerns on CPOMs or on an identification Form. A vulnerable children's register is updated termly by the DSL in conjunction with the Inclusion Manager and safeguarding team. This register is highly confidential and only shared with relevant members of staff. The Vulnerable Children Working Party, consisting of the Head teacher, Inclusion Lead, Designated Safeguarding lead and Wider Safeguarding team, meet half-termly to discuss any pupils that have been identified or who are at risk. If staff concerns arise prior to this meeting, key members of the working party may meet to discuss concerns.

Supporting Vulnerable Children

Norwood Primary School strives to provide support to meet the needs of all pupils and their families following a graduated approach which is overseen by the Inclusion Lead and the Designated Safeguarding Lead.

Every member of staff understands their role in supporting vulnerable children and the importance of working together as team.

Support is offered to vulnerable children (and families) in a variety of ways; this support is designed to match each individual child's needs and will take into account the vulnerability of the child. The support is targeted and progress closely monitored; where progress is not being made then support would again be evaluated and modified to enable progress to be made.

Support may include:

- Parenting support from the Team Around the School (TAS team), Early Help, Targeted Family Support, SWACCA, FAST, CHAT
- Referrals and interventions to outside agencies-Team Around the School (TAS Team), MHST Team, FAST, CHAT OSSME or school counsellor
- Referrals to Young Carers
- Additional support from school staff such as social and emotional interventions, further academic interventions, check-ins with key person
- Access to ROAR resources
- Specific plans may be written for the needs of the child e.g. PATH plan (SEND support plan), Individual Behaviour Plan, Individual Health Care plan or a Relational Plan

This list is not exhaustive and support is reviewed on the needs of each child as an individual.

Leadership and Management

- We have a vision and ethos that supports all vulnerable children
- We have a culture of high expectations for all children especially vulnerable children
- We believe in early identification and support
- We follow a graduated approach for support following robust systems, processes and procedures for all vulnerable children
- We focus on every child as an individual
- We have a whole school approach to inclusion
- All staff are held accountable for improved outcomes of vulnerable pupils
- We ensure that Continuous Professional Development (CPD) in

place to support vulnerable children

- Funding is allocated to support the needs of vulnerable pupils considering their needs and desired outcomes
- Interventions, support and use of external agencies are deployed/ commissioned based on the needs of the child or family
- We liaise with a range of external agencies for support for vulnerable pupils and ensure we are advocating best practice
- Safeguarding is reviewed weekly as part of Leadership Team meetings and then termly with the Wider Safeguarding Team to ensure that any vulnerable pupils are identified and tracked.

Teaching and learning

- All staff have high expectations of all vulnerable children and endeavor to put support in place as soon as possible
- Staff use whole school rigorous tracking process which tracks vulnerable groups carefully
- Staff raise of flag their concerns to the Safeguarding or Inclusion Lead via CPOMs or Identification Forms
- Following a graduated approach, progress is reviewed in Pupil Progress Meetings and appropriate interventions or support is put into place following a plan-do-review cycle.

Curriculum

- As a school, we recognise that not all children need the same and where needed the curriculum is adapted or changed for the needs of certain individuals, year groups or cohorts.
- We focus on individual children and we ensure our curriculum is tailor made for them, especially for more complex children who have additional learning needs.
- We use adaptive teaching when delivering lessons and interventions to suit individual needs

Partnerships and Transition

- We work in partnerships with a range of external professionals and agencies to support the needs of vulnerable children and their families.
- We have an open-door policy and value our relationship with parents and carers working closely with them to support the best outcomes for pupils.
- We have clear links with nurseries and high schools to ensure that key information is passed on and a clear plan is in place to support transition for vulnerable pupils.
- As a school, we also know that some vulnerable children need support

when transitioning between year groups and schools. We offer extra transition visits, transition booklets, social stories and key adults to support transition.

It is important to note that this policy dealing with vulnerable children should be considered alongside other related policies in school and read in conjunction with:

- Child Protection and Safeguarding Policy
- Safeguarding Children Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Attendance Policy
- Health & Safety Policy
- Children in Care and Post Children in Care Policy
- Pupil Premium Strategy
- SEND Policy
- Accessibility Plan
- EAL Policy
- Behaviour Policy
- Supporting and Managing Children with Medical Conditions
- Curriculum Policy?
- Teaching and Learning Policy?
- PSHE