



THE
ADEYFIELD ACADEMY

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Addendum to CLA and PCLA Policy Children Ever Known to a Social Worker

Date:	September 2023
Review Date:	September 2024
Co-ordinator:	Miss I Walbank

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

CHILDREN KNOWN TO A SOCIAL WORKER

1. 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 The Adeyfield Academy we will ensure that children with a social worker and those who have previously had a social worker (KTSS) 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 KTSS 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 KTSS 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 KTSS to ensure they make rapid educational and social progress whilst on roll at this school.

2. Equity, 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 KTSS 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.

3. Roles and Responsibilities

The Principal and Governing Body are committed to promoting improved educational life chances for KTSS 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 KTSS:

- Reading this school policy addendum for KTSS
- 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/)
- Playing their part in creating an Academy and classroom ethos so that individual needs are understood and supported.

4. 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.

5. 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.

6. 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.

7. Special Educational Needs & Disabilities

- Ensuring that KTSS 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.

8. Safeguarding

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

9. 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.

10. Suspensions

We have reviewed the school Rewards, Behaviour and Discipline Policy 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 suspensions, in recognition of the increased risk this poses in terms of KTSS quickly disengaging from the school.
- If there is no option other than a suspension, then we will make every attempt to reduce the number of days of the suspension.
- We will use the following methods to avoid excluding a child (To be completed by the school).
- School procedures are in place to reduce the risk of suspension of a child with special educational needs. Suspension 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).

11. 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 KTSS, supporting progress and enabling these children to reach their potential.

The Hertfordshire Virtual School for Children Looked After

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