

Our Lady of Grace RC Primary

Vulnerable Groups Agreement



School Mission Statement

Our Lady of Grace Catholic School recognises that each member of our community is unique and made in the image and likeness of God. Our school will encourage each member:

Introduction

Vulnerable children can be identified from a range of categories. The help these children require can also vary widely. The aim of the document below is to assist teachers by outlining some key whole school, agreed practice to assist in meeting the needs of vulnerable children.

Our Lady of Grace Vulnerable Groups Quick Reference Guide

| <u>Identification</u> | <u>Targeting</u> | <u>Monitoring</u> | <u>Support</u> |
|--|---|--|---|
| Pupil Premium Looked After EAL SEND Academically More Able Summer Born Boys/Girls Ethnic Minorities | School Development Plan Quality First Teaching Planning/Assessment Intervention Groups Resources Class Management Parental Involvement SMART targets | Target Tracker Pupil Progress Meetings Book Scrutiny IEP Reviews Intervention Group Feedback Performance Management | Senior Leadership Team Subject Leaders SENCO/EAL Lead Pupil Premium Lead More Able Lead CYPIC Lead Transition Local Authority Other Policies & Agreements |

Vulnerable Children 7 Point Procedure

1. School Development & Improvement Plan

Evidence of work done with vulnerable groups can be found throughout the SDIP. Vulnerable groups are included in 'Areas for Action' section and feed into priority areas each year.

2. Identification

School has clear systems to ensure timely and accurate identification of children who are vulnerable. During transition, teachers liaise effectively to ensure all information about vulnerable groups is communicated. All staff know all children in their cohort who are vulnerable.

3. Assessment/DATA Booklets

Assessment lead sets clear and manageable data collection points throughout the year. Accuracy of data collected is high. Staff use available systems e.g. Target Tracker to assist in identifying vulnerable groups children in their class. Consideration is given to both attainment and progress. SLT produce detailed reports on progress and attainment which include next steps. Next steps are followed up.

4. Planning/Resources/Training

Staff use strategies to raise the profile of vulnerable groups. For example – in discussions with Phase Leaders & Support Staff and identification on plans. Additional resources can be requested to support vulnerable groups through the Senior Leadership Team.

5. Pupil Progress Meetings/Target Setting

Staff set and report on termly targets for vulnerable groups during pupil progress meetings. When more specific individual targets are required an individual education plan is produced. Staff are aware of SMART target setting. Staff liaise with and report to parents appropriately.

6. Curriculum/Quality First Teaching

During curriculum planning & when providing additional learning opportunities all vulnerable groups are considered carefully. This ensures challenge for all. Staff are aware of the importance of Quality First Teaching in improving the attainment & progress of all children. The school Quality First Teaching Guidance is attached to this agreement.

7. Support Staff

Staff recognise that any classroom support they receive is in part funded by money allocated to the school to raise the attainment and progress of disadvantaged and vulnerable children. Staff monitor and evaluate the impact of support staff and adapt provision where necessary.

8. Monitoring

Staff co-operate with and in some cases lead, a wide range of monitoring activities including staff meetings/INSET, lesson observations, book looks, learning walks IEP reviews and performance management meetings. Pupil voice is considered.

Additional Information.

Pupil Premium/Looked After Children

Each year school reports to Governors on how this funding is spent and how it has impacted on attainment/progress.

Reports are published on the school website.

School works closely with relevant agencies and hosts the necessary termly meetings.

SEND

The identification/tracking and reporting of children on the special needs register should be done in line with SEND procedures.

Academically More Able

The school is a member of NACE. Staff have assisted in developing a 'Vulnerable Groups Policy'. There are clear identification procedures for more able children. Opportunities for extension and challenge are built into planning and differentiation. Targets are set for the more able. Staff promote a culture of celebrating achievement. Parents are involved. Governors are reported to.

- **This agreement was developed with input from staff May 17**
- ***Reviewed and updated during staff meeting 21.01.20***
- ***Reviewed and distributed September 2024***