

IES Breckland



Good Practice Guide for Keyworkers

Academic Support Centre

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Aim, Believe, Achieve ✓

2015

Good Practice Guide for Key Workers

Key Workers are members of staff individually assigned to our most vulnerable students in order to track & support their progress and well-being on a week-to-week basis.

A Key Worker will work over a long-term period - often throughout the whole of a student's school life - building up a close working relationship with the student, assisting them with difficulties as and when they arise, advocating for their needs within the wider school setting and acting as a positive link between the student, colleagues, outside agencies and families.

Which students are eligible?

The School allocates a Key Worker to the following individuals:

- **Students with a Statement of Special Educational Needs/EHCP** – those who have been assessed by specialists as have a 'special need' and in turn, whom the Local Authority judge to require intensive support due to their substantial barriers to learning.
- **Students with Additional Needs** – those students presenting with multiple additional needs which are routinely leading to barriers to progress and inclusion in the school community, and if such issues continue long term, will be eligible for assessment and application for a Statement of SEN.

Why are they important?

- **Learning** – Our most vulnerable students are typically those that have routinely fallen behind their peers or are most at risk of falling behind. All require regular 'check ups' (as they will tend not to ask for support and unwittingly allow an issue to escalate) and most require some form of regular intervention with regards to organisational skills, homework / coursework, literacy, revision etc. This is particularly the case with those KS4 students who do not come into regular contact with in-class support staff.
- **Well-Being** - Our most vulnerable students are often the most socially isolated and most emotionally insecure, no matter how boisterous they may be at surface level. These students require a trustworthy, positive figure that they can readily turn to in school. This is a fundamental part of our ethos as a secondary school and also a nurturing practice supported by research.
- **Liaison** - When required, the Key Worker will attend meetings such as PLPs and Annual Reviews to provide first-hand knowledge & understanding of a student's needs. This is an important role that adds accuracy and credibility to discussions between school, parents / carers and outside agencies.

Three Methods

There are three main ways to maintain a meaningful, constructive link between Key Worker, student and other involved parties.

1. **Mentoring Sessions:** The Key Worker can arrange to meet with the student once or twice per week for 20 or 60min sessions (either in the Academic Support Centre or the Library). These can be used to support homework, literacy skills and to offer general guidance on social-emotional issues. Good mentoring sessions will have a clear focus with the student engaging willingly.
2. **Drop-in Mentoring:** The Key Worker arranges with the student days and times in which they can be available to help should they require. This is best arranged for Morning Break, Lunch and/or After-School (3.15 – 3.30).
3. **E-mail Check-up:** The Key Worker sends out a weekly email to all of the student's teachers asking them to flag up any issues that require further action.

Where appropriate, the Key Worker can also keep in e-mail contact (through school email only) with the student, parents/carers and/or outside agencies (such as Home Tuition) on a weekly/fortnightly basis.

Record-Keeping

Due to both the important and sensitive nature of this kind of work with our students, it is important that evidence / notes are kept on all actions undertaken. This involves:

- Keeping a brief note of any action undertaken on a 'Key Worker Log'.
- Permanently saving any e-mails in a designated folder within Microsoft Outlook.
- Keeping a record of any telephone calls made.

This will help the school compile evidence, where necessary, of additional needs in preparation for an application for a Statement of SEN.

It will also ensure safeguarding protocol (the protection of children and adults working with them) is adhered to.