



Looked after Children Policy

Our aims

To promote the educational achievement and welfare of Looked after Children (LAC) within a supportive and inclusive school culture.

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.

Looked after children fall into four main groups:

- 1) Children who are accommodated under a voluntary agreement with their parents;
- 2) Children who are the subject of a care order or interim care order;
- 3) Children who are the subject of emergency orders for the protection of the child;
- 4) Children who are compulsorily accommodated.

The Designated Teacher

The names of the Designated Teachers for Looked After Children are

Designated Teacher 1 - Laura Mayende (Deputy Head)

Designated Teacher 2 - Genevieve Prayag (Head Teacher)

The Role of the Designated Teachers for Looked After Children;

Within School Systems:

- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them;
- to inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in extra curricular activities, school councils etc;
- to act as an advocate for Looked After Children;
- to develop and monitor systems for liaising with carers and the local authority;
- to hold a supervisory brief for all Looked After Children e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- to supervise the smooth induction of a new child in public care into the school;
- to intervene if there is evidence of individual underachievement;
- to enable the child to make a contribution to the educational aspects of their care plan;
- to help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker). The key thing about a PEP is that it should set high quality expectations of rapid progress and put in place the additional support the child or young person needs in order to succeed.

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To help co-ordinate education and Looked After Children review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children care planning meetings;
- To be the named contact for colleagues within the local authority;
- To ensure the speedy transfer of information between agencies and individuals.

Training:

- To develop knowledge of local authority procedures by attending training events organised by the Local Authority;
- To cascade training to school staff as appropriate.

The Governor with special responsibility for Looked after Children

The name of the Governor with special responsibility for Looked after Children is Dr Richard Nicholson (Chair of Governors).

The role of the Governor with special responsibility for Looked after Children;

The named governor will report to the Governing Body on an annual basis:

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions and pupil destinations.

The named governor should be satisfied that the school's policies and procedure ensure that looked-after pupils have equal access to:

- the national curriculum;
- public examinations;
- careers guidance;
- additional educational support;
- extra-curricular activities;
- work experience.

Responsibility for Looked after Children in School

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked after Children.

It is appropriate for Teaching Assistants to have knowledge that the young person is being looked- after only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Looked after Children.

Admission Arrangements

On admission, records (including the P.E.P.) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate school induction will take place.

Involving the Young Person (Looked after Child)

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

Communication with Other Agencies

The school should ensure that a copy of all reports (e.g. annual reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

The school should endeavour to co-ordinate their review meetings, e.g. to have an Annual Review of a Statement combined with a Statutory Care Review. The local authority and the school will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

A Pupil premium for each LAC is a fund that follows the student annually and is paid to the school by their LA for the benefit of that student.

Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Involvement in Extra Curricular Activities;
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress and aspirations).

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by the social worker.

The named governor will report annually to the Governing Body on the progress of all Looked after Children against the key indicators outlined above.