

West Haddon Endowed School

Policy Document

LOOKED AFTER CHILDREN POLICY

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

INTRODUCTION

The governing body of West Haddon endowed CE Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. Our governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in "Guidance on the Education of Looked After Children" (May 2000) and Section 52 of the Children Act 2004. Children.

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Definitions

Looked After Children (LAC) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents or respite care.

Previously - Looked After Children (PLAC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

Aims

- To promote the educational achievements of LAC by having high expectations in helping looked after children to achieve their full potential in education
- To ensure looked after children are given the highest priority within a school admission arrangement

Role of the Governing Body

The Governing Body:

- Understands a local authority's duty as a corporate parent to promote a looked after child's educational achievement, and the main reasons why, as a group, looked after children underachieve.
- Understand the importance of specific professional training and development for senior leaders and designated teachers in supporting the achievement of looked after children
- Understands the powerful role a school can play in significantly improving the quality of life and educational experience of looked after children

The Governing Body will:

- Appoint a designated teacher to promote the educational achievement of children who are looked after and ensure they have appropriate training.
- Ensure arrangements are in place for the Designated Teacher to have appropriate information including: the child's legal status, contact arrangements with birth parents and those with parental responsibility, the child's care arrangements
- Ensure arrangements are in place for the designated safeguarding lead to have details of the child's social worker and name of the Virtual School Head in the authority that looks after the child.

- Ensure looked after children are given the highest priority within a school admission arrangement
- Responsibility for ensuring LAC have equal access to admission to school, the National Curriculum, examinations, out of school learning and extra-curricular activities
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring policies are made available to parents
- Nominated a link governor to visit the school regularly, to liaise with the designated teacher and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy
- As far as possible avoid excluding looked after children, and where the school has concerns ensure arrangements are in place so that at the earliest possible opportunity the school can consider what additional assessment and support needs to be put in place
- Receive an annual report from the Head Teacher (see role of Head Teacher)

Role of the Headteacher

The Headteacher will ensure that:

- A designated teacher is in place who is an advocate for LAC;
- Appropriate support and training are provided for the LAC teacher;
- Ensure all school personnel and parents are aware of and comply with this policy;
- That tracking procedures are in place to monitor admissions, attendance, exclusions, progress, behaviour and support;
- Monitor the effectiveness of this policy;
- The Governing Body receives an annual report that outlines the following:
 - The number of LAC in the school
 - An analysis of test scores, as a discrete group, compared to other pupils
 - Attendance figures compared to other pupils
 - The level of fixed term and permanent exclusions compared to other pupils
 - The number of complaints
 - The destinations of LAC pupils when they leave the school

Role of the Designated Teacher

The Designated Teacher is a strong advocate for LAC and will ensure that:

- Establish arrangements to consider the child's views in identifying and meeting their educational needs
- All LAC and their carers receive a positive and smooth induction into the school;
- An appropriate Personal Profile is completed;
- Each LAC has an identified member of staff, other than their LACs teacher, that they can talk to (H Pulling or K Packer).
- Strong and positive home/school relationships are in place;
- LAC are included in all areas of school life;
- LAC are not bullied in any form by actively monitoring and preventing bullying by raising awareness through the school's anti-bullying policy;
- All staff and governors are kept up to date on all issues relevant to LAC and receive the necessary training;
- All LAC receive the necessary support within the school;

- Strong links are in place with all agencies dealing with LAC;
- Urgent multi agency meetings will be convened if a LAC is experiencing difficulties or at risk of exclusion;
- LAC have full access to the National Curriculum;
- Out of hours learning and extra-curricular activities are promoted for LAC;
- Procedures are in place to provide confidentiality for all LAC;
- Academic progress, attendance and behaviour is tracked with appropriate support given;
- All information is transferred quickly and efficiently when LAC move to another school or phrase;
- The nominated Governor is kept up to date;
- The Governing Body receives an annual report on LAC
- Pupil Premium: Looked After Children attract pupil premium plus funding to assist in improving attainment and closing the attainment gap with their peers
- PEP: quality of the PEP is a joint responsibility of the local authority that looks after the child and the school - need to work closely together, alongside child, parent/relevant family member.

Role of the School Personnel

All teaching and support staff will:

- Be made aware of and will be familiar with the Guidance on LAC;
- Liaise with the Designated Teacher to enable LAC to achieve stability, success and to overcome any problems they may experience;
- On request provide relevant information for Personal Education Plans and review meetings;
- Encourage LAC to achieve their full educational and personal potential which will be celebrated at weekly achievement assemblies and the Annual Presentation of Awards;
- Constantly endeavour to promote self-esteem;
- Prevent bullying in line with the school's anti-bullying policy;
- Accept a request to be a LAC's named person to whom they can speak with when they feel it necessary;
- Ensure LAC are supported sensitively;

Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.