

Peter 2: Verse 17-23.

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LOOKED AFTER CHILDREN POLICY

Author:	AP SEND & PP
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Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope and this translates into our everyday practice. All Saints Academy is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

We focus on the well-being and progress of every child and where all members of our community are of equal worth. This policy is closely linked to our values and particularly those of respect, trust, wisdom, resilience, determination, courage and happiness.

We believe that all young people have the right to an education, regardless of situations at home.

Background

There has been concern since the mid-Seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage. In 1995 a joint report by the Social Services Inspectorate and Ofsted stated that the care and education systems were failing to promote the educational achievement of children in care / looked after children and drew attention to:

- Poor exam success rates in comparison with the general population
- A high level of disruption and change in school placements
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention paid to homework
- Underachievement in further and higher education

It is, therefore, essential that schools promote the achievement of such vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. All schools should have a policy for Looked Children that is subject to review and approval by the Governing Body. The policy should set out not only the ethos of the school in its approach to meeting the needs of children looked after by a local authority but also the procedures that will ensure participation in high quality learning and progress.

The Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC) or children in care or 'children looked after' (CLA) by the local authority. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- Foster carers

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- In a children's home
- In a residential school
- With relatives, or
- Even with parents – under supervision of Children's Services

Similarly, an 'accommodated' child can be living:

- In foster care
- In a children's home, or
- In a residential school

This policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, the Role and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009) and the Bedfordshire Policy Statement on Children Looked After and should be read in conjunction with it.

The Children and Families Act 2014 amends section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked after children is properly discharged.

It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility for day to day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what if any authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

The Objective:

To promote the educational achievement and welfare of looked after children of the Academy through providing a place of nurture and support in which they can strive for excellence.

The Name of the Designated Teacher for Looked After Children (LAC) for the Academy:

The Role of the Designated Teacher for Looked After Children (LAC)

- To ensure that the educational achievement of each looked after child on roll is monitored, tracked and promoted and where relevant, accelerated;
- To advise on most effective use of the Pupil Premium
- To ensure that the Pupil Premium funding and additional budget share funding (where relevant) is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced.
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of children looked after and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils, etc;
- To ensure that members of staff who teach the looked after children on roll provide accurate progress data and advice on specific learning targets

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- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in Children's Services and birth parents where appropriate;
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), that this information is kept up to date and used on a need to know basis to help the student overcome obstacles to learning and progress;
- To track and support the educational progress of all children who are looked-after in order to inform the school's development plan;
- To intervene quickly if there is evidence of individual underachievement by use of the Pupil Premium Plus funding to accelerate progress;
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy;
- To inform the planning and where relevant, transition for children looked after post 16.
- To ensure that the educational targets within the Personal Education Plan (PEP) are implemented fully, reviewed regularly and that all relevant staff are aware of them.
- To report to the Governing Body at least on an annual basis on the outcomes for looked after children
- To ensure that school staff have an awareness of the impact of attachment disorder and pre-care trauma on learning;

Work with Individual Children Looked After

- To discuss with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;
- To supervise the smooth induction of a new child looked after into the school.
- To develop in-school strategies to promote and accelerate the achievement of children looked after and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies

Liaison:

- To liaise with the member of staff responsible for monitoring children on Child Protection Plans;
- To develop effective communication with Children's Services staff so that the Academy's Personal Education Plan is congruent with the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues in Children's Services;
- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school roll to the Virtual School as requested – progress and attainment data submitted each term.

Training:

- To develop knowledge of Children's Services procedures by attending training events organised by Children's Services, the Virtual School or local Designated Teachers cluster groups;

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- To cascade training to school staff as appropriate.
- To attend the annual Designated Teachers' conference and participate in area cluster groups for additional training and to share good practice
- To keep informed of any updated guidance from Ofsted, DfE or other research or policy.

The name of a Governor with special responsibility for Looked After Children in the Academy:

Mr Matthew Collins

The role of that governor

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked-after pupils in the school;
- A comparison of progress as a discrete group, compared with those of other pupils in school and nationally;
- A comparison of attainment measures as a discrete group, compared with those of other pupils in school and nationally;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions; and
- Pupil destinations after leaving school.

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

- Full time educational provision – at least 25 hours;
- Public examinations;
- Additional interventions to support educational progress, e.g. One-to-One tuition
- Careers guidance;
- Additional education support;
- Extra-curricular activities;
- Work experience;
- The most effective use of the Pupil Premium to raise attainment

The named Governor is encouraged to support the Quality Assurance Process for schools on the implementation of the role and responsibility of the Designated Teacher working with looked after children if offered to ensure and confirm the schools' best practice.

School Responsibility

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 Principal and/or the Designated Teacher for Children Looked After.

It is appropriate for a member of the support team to have knowledge that the young person is in care 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 Principal or the Designated Teacher for Looked After Children

Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental

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responsibility*1. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Involve the Young Person

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.

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings.

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. End of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School. A copy should be attached to the child's ePEP.

Schools, education and social work colleagues within Children's Services should endeavour to co-ordinate their review meetings, e.g. to have an Annual or EHC plan Review and a Personal Education Plan or review.

Good communication is essential between professionals. It is important 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.

Assessment, Monitoring and Review Procedures

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will identify specific areas of focus and include targets and associated actions to improve performance, progress or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Educational Data so that progress may be easily tracked between Key Stages
- Effective use of the Pupil Premium and evidence of impact
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour;

The PEP will be updated and reviewed each term or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer.

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The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

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

*1

Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.

Ref

Section 576 Education Act 1996

Children Act 1989 (amended)

'If this were my child' (Local Government Information Unit 2003)

The Pupil, Premium: How schools are using the pupil premium to raise achievement for disadvantaged pupils (DfE2012)