

Policy established: Autumn 2018

Ratified by Governing Body on: September 2018

Signed Chair: Clare Banks



Next Review Date: September 2021

## **Rationale**

The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability. The majority of Looked After Children have been victims of abuse or neglect. It therefore follows that these children need special treatment and positive discrimination in their favour if this situation is to be improved. At The Vaynor we put in place strategies that allow these children to succeed in all aspects of life in line with children of similar abilities.

## **Purpose**

- To clarify responsibilities with regard to Looked After Children
- To ensure there are structures and strategies in place to support the achievement and wellbeing of Looked After Children

## **Definition of a Looked After Child**

Looked After Children are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility
- Remanded into care

A private agreement is not public care, for example, when a child lives with friends or relatives by private arrangement. This is known as Private Fostering (see our Private Fostering policy).

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
- in a children's home
- in a residential school
- with relatives

Similarly, an 'accommodated' child can be living:

- in foster care
- in a children's home; or
- in a residential school.

**THE GOVERNOR WITH SPECIAL RESPONSIBILITY FOR LOOKED-AFTER CHILDREN**  
**Nikki Wnuk**

### **The Role of the Governor**

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

- the number of looked-after pupils in the school;
- a comparison of test scores as a discrete group, compared to other pupils;
- the attendance of pupils as a discrete group, compared to other pupils;
- the level of fixed term/permanent exclusion; and
- pupil destinations.

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

- the National Curriculum
- additional educational support and
- extra curricular activities

### **Monitoring and Review Procedures**

Each looked-after pupil will have a Personal Education Plan [PEP] that their Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets.

Areas for consideration may include:

Attendance

Achievement record [academic or otherwise]

Behaviour

Homework

Involvement in extra curricular activities

Special Needs [if any]

Development needs [short and long term development of skills, knowledge or subject areas and experiences]

Long term plans and aspirations

The PEP will be updated termly, as part of the Statutory Reviewing process carried out by the Children's Services Department.

### **School Duties**

- All teaching staff who are in contact with the child will be made aware that he/she is being looked-after by the Local Authority, either by the Headteacher or the Designated Teacher for LAC.
- All teaching assistants who are directly involved with the child will have knowledge that the child is being looked-after.
- In the absence of the usual class teacher, appropriate information regarding the child's circumstances will be shared with the teacher covering the class. The extent of this sharing will be determined by the Headteacher or the Designated Teacher for LAC.
- The child will may be made aware that information is being recorded regarding their personal circumstances. How this is shared with them will depend on their age and understanding. The explanation will emphasise that the school, the Social Worker and their carer(s) are working together to promote their education.

## THE DESIGNATED TEACHER FOR LOOKED-AFTER CHILDREN

**Helen Colcombe**

### **The Role of the Designated Teacher**

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people that are 'looked-after' and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of children who are looked-after, and to promote the involvement of these children in extra curricular activities, home reading activities, school councils etc;
- To act as an advocate for children and young people in public care;
- To develop and monitor systems for liaising with carers, the Virtual School Headteacher, Children's Services and the Education Service;
- To hold a supervisory brief for all children being looked after, in order 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 monitor the educational progress of all children who are looked after
- To intervene if there is evidence of individual under achievement, absence from school or internal truancy.
- To work with individual children, possibly through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and pupils if necessary;
- To enable the child to make a contribution to the educational aspects of their plan;
- To ensure that each pupil has a Personal Education Plan. [NB The PEP should be initiated by the young person's Social Worker];
- To supervise the smooth induction of a new looked-after child into the school.
- To liaise with the Designated Safeguarding Lead for Child Protection (see our Safeguarding and Child protection policies)
- To help co-ordinate education and review meetings
- To attend, arrange for someone else to attend or contribute in other ways to care planning meetings
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of all looked-after children to Education Access.
- To develop knowledge of education procedures by attending Training events organised by the Local Authority and to cascade training to school staff as appropriate.

- The child's view of their changed circumstances will be established and their wishes about what they want others to know. The child will be prepared for situations when they may be asked about home, e.g. by other pupils in the playground.
- On admission, records will be requested from the child's previous school and a meeting will be held with carer/parent/Social Worker as appropriate. [Someone with parental responsibility will always be involved]. This will provide information to inform the Personal Education Plan.
- An appropriate school induction will take place.
- All reports will be forwarded to the child's Social Worker in addition to the Foster Carer or Residential Social Worker.
- Review Meetings will be co-ordinated with the Education Service and Children's Services.
- Appropriate information will be exchanged between formal reviews if there are significant changes in the child's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

**Related Policies:**

Safeguarding Children Policy  
Child Protection Policy  
Private Fostering Policy