



Ombersley Endowed

First School

Policy for Looked After Children

Introduction

This policy covers the needs and provision of all children in the Looked After Sector. This includes children in short or long-term foster care.

Objectives:

To enable each child in public care that attends our school to:

- Believe and trust in us to safeguard their interests;
- Feel able to talk to us in confidence (within the constraints of the Safeguarding Policy);
- Feel that the school is a place that is consistent in its approach to their care and education.

School Designated Teacher:

The school has a designated teacher with overall responsibility for the welfare of each looked after child. This is the Headteacher, or the Deputy Headteacher in her absence. The designated teacher is also the Safeguarding Designated Person. The designated teacher will work closely with the Access and Inclusion Coordinator.

THE ROLE OF THE CO-ORDINATOR FOR LOOKED-AFTER CHILDREN

- ❖ To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'looked-after' and understand the need for positive systems of support to overcome them;
- ❖ To provide a safe and secure environment for the child;
- ❖ 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 school clubs, extra curricular activities, home reading schemes, etc.;
- ❖ To act as an advocate for children and young people in public care;
- ❖ To liaise with carers, Children's Social Care and LAC services;
- ❖ To keep detailed, up to date records relating to the child, including confidential issues and reports;
- ❖ To hold a supervisory brief for all children being looked-after, 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 promote the educational achievement of looked after children;
- ❖ To promote the welfare of each child;
- ❖ To monitor the educational progress of all children who are looked-after in order to inform their Personal Education Plan and carer, and to intervene if there is evidence of individual underachievement, absence from school or internal truancy.
- ❖ To track and monitor the progress and attainment of the children on the Looked After register and report to governors;

- ❖ Provide the child with regular opportunities to discuss their welfare and share concerns, in order to encourage and support the child in contributing to their care plan and education;
- ❖ To help ensure that each pupil has a Personal Education Plan (which should be initiated by the young person's Social Worker), which is reviewed at least once a year;
- ❖ To encourage the designated carer to sign and implement the Home-School Agreement, which includes a commitment to supporting the child's learning at home;
- ❖ To supervise the smooth induction of new looked-after children into school.
- ❖ To ensure the quick and efficient transfer of information between agencies and individuals and report on the progress of all looked after children;
- ❖ To liaise with the member of staff responsible for monitoring children on the Safeguarding Register;
- ❖ To work in close collaboration with other agencies and the carers, who are jointly responsible for the child;
- ❖ For the designated member of staff for LAC to attend professional review meetings relating to each LAC child;
- ❖ To be named contact for colleagues in Education and Children's Social Care;
- ❖ To liaise closely with other schools that the child has attended or will be transferring to;

The name of a Governor with special responsibility for looked-after children: Mrs Lynne Stanley

The role of that Governor

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

- ❖ The number of looked-after pupils in the school and their comparative educational progress, behaviour and attendance as a group.
- ❖ Monitor the provision for looked after children to ensure that the school is inclusive in what it provides, each child has equal access to the curriculum and opportunities within the activities provided and that school policy is being implemented;
- ❖ Through the SID committee, monitor the data relating to the progress and achievement levels as a discrete group compared with other pupils, the level of fixed term/permanent exclusions and level of transfer between schools – all within the bounds of confidentiality;
- ❖ The named Governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:
 - The National Curriculum and its assessment systems with due regard to the appropriateness of both;
 - Additional educational support and
 - Extra curricular activities.

Responsibility for LAC 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 Head Teacher and/or the Co-ordinator for Looked-After Children.

It is appropriate for a classroom teaching assistant 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 Co-ordinator 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 responsibility. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Communication with Other Agencies

Schools should ensure that a copy of all reports (eg end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

Schools, the Education Service and the Social Services Department should endeavour to co-ordinate their review meetings, eg to have an annual Review of a Statement combined with a Statutory Care Review.

Social Services, the Education Service and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, eg if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Pupil Voice

It is important that the child is aware that information is being recorded regarding their personal circumstances. This should be shared with them appropriately, depending on their age and level of understanding. The explanation should emphasise that the school, social worker and carers are working together to promote their education and well-being.

It is important to establish the child's view of their circumstances and what they want others to know'

It is important to prepare and support the child for and during situations when they may be asked about 'home' e.g. by their peers'

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

- ❖ 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 (targets including progress, career plans and aspirations).

The named governor will report annually to the Governing Body on the progress of the looked-after children as stated above.

Signed:

Co-ordinator: *B Cartwright*

Governor: L Stanley

Date: October 2017

Review Date: Autumn 2020