

# Children Looked After Policy

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<b>Approval By</b>	Full Governing Body
<b>SLT Member Responsible</b>	Deputy Head (PAT)

# Children Looked After Policy

## a) The Objective.

To promote the educational achievement and welfare of Children Looked After (CLA) within a supportive and inclusive school environment. 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.

## b) The Name of the Designated Teacher for Children Looked After:

Mrs Zandra Puddephatt

## c) The Role of the Designated Teacher for Children Looked After within School Systems:

- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children 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 Looked After, and to promote the involvement of these children in extra curricular activities.
- To support Heads of Year in developing and monitoring systems for liaising with carers and the local authority.
- 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 enable the child to make a contribution to the educational aspects of their care plan.
- To help ensure that each student has a Personal Education Plan (the PEP should be initiated by the young person's social worker).
- To ensure the assessment, recording and reporting procedures are in place, and all associated parties are informed.
- To help the Heads of Year co-ordinate the Children Looked After review meetings, so that the Personal Education Plan can inform the child's Care Plan.
- To be the named contact for colleagues within the local authority.
- To ensure the speedy transfer of information between agencies and individuals.
- To develop knowledge of local authority procedures by attending training events organised by the Local Authority;
- To cascade training to school staff as appropriate.

## d) The name of a Governor with special responsibility for Children Looked After:

Ian Bairstow/Linda Furness

## e) The role of the Governor:

Attend any specific courses related to CLA in order to provide the requisite level of challenge to the School regarding policy and practice in relation to Children Looked After.

In conjunction with the Headteacher:

Oversee the appointment of the Designated Teacher for 'Children Looked After'.

Ensure that the Designated CLA Teacher has the opportunity to acquire and keep up to-date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of 'Children Looked After'.

Ensure that the Designated Teacher's role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting the achievement of 'Children Looked After'.

## f) Responsibility for Children Looked After 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 Designated Teacher for Children Looked After. It is appropriate for Learning Support Assistants to have knowledge that the young person is being looked-after only when directly involved in the teaching of the young person.

g) 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 transition will take place.

h) Involving the Young Person:

It is important that a young person is aware that information is being recorded regarding their personal circumstances. The explanation should emphasize that the school, the Social Worker, and their carer(s) are working together to promote their education.

i) 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 CLA is a fund that follows the pupil annually and is paid to the school by their LA for the benefit of that pupil. The spending of this additional money is directed by the social worker, virtual schools and Head of Year at the PEP review.

j) 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 designated teacher will report annually to the Governing Board on the progress of all Children Looked After against the key indicators outlined above.