



POLICY TITLE	Looked After Children
UPDATED	Jan 2020

## **Inclusion Vision Statement.**

"An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs."

The above quote is taken from 'Evaluating Educational Inclusion - Guidance for Inspectors and Schools' (DfES 2000) and forms the rationale for this policy.

We are also aware that Looked After Children (LAC) constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatization.

### **Aim**

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally, promoting their spiritual, moral, social and cultural development and ensuring that their physical well-being enables them to thrive.

### **Objectives**

#### **Looked After Children in this school will:**

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities including 1:1 tuition.

#### **Teachers and other staff in this school will**

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
- plan for and meet the individual needs of Looked After Children.

## **The Designated Teacher and Senior Management will**

- ensure the development of effective and inclusive strategies to address the needs of Looked After Children.
- ensure the smooth transfer of information within school and between school, carers and other agencies

### **1. Induction**

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place.

- 1. Communication with prior school.*
- 2. Induction meeting with child and their carer.*
- 3. Completion of a Personal Education Plan (PEP) as soon as possible to support child*
- 4. Buddying with another child to support induction.*
- 5. Appointment of an advocate to support child.*
- 6. Regular monitoring of progress and targets of child.*
- 7. Interventions and staff trained as required to meet the needs of child.*

### **2. Pastoral Support**

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place

- 1. Inclusion in whole school PSHE programme.*
- 2. Access to an advocate at any time.*
- 3. Support from identified staff as required.*
- 4. Ongoing communication with all professional partners*
- 5. Ongoing communication with carers*

### **3. Information**

- The Designated Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan (PEP) if in place. If there is no

current PEP, the Designated Teacher will liaise with the Social Worker to ensure this is part of the initial meeting in school.

- Information about the circumstances of Looked After Child will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Designated Teacher of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by (Designated Teacher - Mrs Calveley)

#### 4.1 Curriculum

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- The child will be brought to the attention of the SENCO and placed on the school special needs audit.( See Inclusion and Special Needs Policy)
- Discuss concerns with child.
- Discuss with carers.

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each LAC Child will be tracked and compared to previous results. If progress is not as could be expected

- *A concerns sheet will be raised with appropriate targets.*
- *Existing targets will be reviewed.*
- *Teaching and Learning strategies will be reviewed*
- *The child will be tracked termly to identify any learning concern*
- *Relevant staff will talk to the child and carer*

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

## 4.2 Attendance

If a Looked After Child is identified as having poor attendance or punctuality

- The Social Worker and carers will be contacted by the attendance office to gain their support and collect any relevant information
- We will continue to work with the School Participation Officer who will be involved fully in planning and delivering strategies to improve attendance

## 4.3 Behaviour

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage:

- The Social Worker and carers will be contacted by the Designated Teacher as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child.
  - See school behavior policy
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the problem behaviour. The responsibility for organising such a meeting lies with *the Designated Teacher*.

## 4.4 Homework

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. Homework club is available to help Looked After Children complete homework tasks as set for their peers.

## **4.5 Extra-Curricular Activities**

We recognise that Looked After Children are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities because of poor relationships with their peers, for example. As we believe it is essential that Looked After Children are able to play a full part in school life, the following strategies are in place to help them to do this:

- The Designated Teacher will monitor the involvement of LAC children in extra-curricular activities and include in PSP.
- The Designated Teacher will liaise with the young person, carers and Social Workers to try to promote involvement in extra-curricular activities.

The success of all school strategies and use of funded initiative will be monitored and evaluated by the Designated Teacher will:

- Collect and analysis of information
- Meet and discuss with school staff, carers, Social Workers and staff from LA Support Services, both informally and during meetings eg those set up to write Personal Education Plans (PEPs)
- Meet and discuss with Looked After Child
- Be responsible for monitoring and evaluating effectiveness of school strategies

## **5. Liaison with Outside Agencies**

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Designated Teacher will devise and implement effective strategies and procedures for

- Accessing additional support, funding or use of funded initiatives
- Liaising with Social Workers to ensure all Looked After Children have a Personal Education Plan
- Participation in and co-ordination of Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with

Statements of SEN will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

## 6. Roles and Responsibilities

### 6.1 Designated Teacher (*Mrs Calveley*)

The role of the Designated Teacher is of central importance in enabling Looked After Children to achieve their full potential in school. For this reason the person appointed will

- *Report at least annually to Governors.*
  - *Keep accurate and relevant records.*
  - *Act as lead professional in dealing with Coordinating support for the child.*
  - *Attend all relevant meetings*
  - *Any behaviour issues will be recorded and reported to the Designated Teacher*
  - *Any academic concerns will be reported to Designated teacher*
  - *The Designated Teacher will inform all relevant agencies and staff of any actions taken.*
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- The Designated Teacher will talk to young people about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.
  - Information about the academic attainment of all Looked After Children in school will be collected as follows:
    - 1) *Academic attainment to be collected termly, formal and informal tests and recorded in school data management system.*
    - 2) *All progress will be measured against pupil targets and reviewed termly*
    - 3) *Any Information about the attendance of Looked After Child*

The majority of the roles and responsibilities of the Designated Teacher are implicit in the above sections of this policy. In addition, the Designated Teacher will

- Liaise with the member of staff responsible for monitoring children on the Child Protection Register
- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans

## **6.2 The Head Teacher and Senior Management**

The responsibility for the educational and personal well-being of Looked After Children rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Management Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Designated Teacher, are enabled to carry them out.

## **6.3 The named Governor with special responsibility for Looked After Children is Eamon Evans**

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 for Looked After Children as a group, compared to those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- Pupil destinations

The named governor must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to

- The National Curriculum
- Statutory assessments
- Careers guidance
- Additional educational support
- Appropriate pastoral support
- Extra-curricular activities



## 7. Evaluation

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body

Signed on behalf of school:

date:

Signed on behalf of governors:

date: