



EAST MORTON CE PRIMARY SCHOOL
Children who are Looked After Policy

This policy applies unless overridden by any other emergency response guidance, which is in place.

Vision Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

Mission Statement

The aim of this policy is to promote educational inclusion for Children who are Looked After, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

Aim

We are aware that Children who are Looked After 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 into account when planning to meet their needs and avoid action that may lead to stigmatization.

Objectives

1. Children who are Looked After in this school will:
 - Receive an appropriate level of monitoring and support
 - Have access to the full range of educational and extra-curricular opportunities
2. 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 Children who are Looked After and use this to guide their interactions with them
 - Plan for and meet the individual needs of Children who are Looked After
3. The Designated Teacher for Children who are Looked After and Senior Leadership Team will:
 - Identify, arrange and/or deliver training to staff to enable the above to take place
 - Ensure the development of effective and inclusive strategies to address the needs of Children who are Looked After
 - Ensure the smooth transfer of information within school and between school, carers and other agencies

This policy sets out how the aim and objectives are to be delivered for all Children who are Looked After in the school.

East Morton CE Primary School is committed to promoting the educational achievement and welfare of pupils in public care. We will:

- Ensure that school policies and procedures are followed for Children who are Looked After as for all children
- Ensure that all Children who are Looked After have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure that Children who are Looked After pupils take as full a part as possible in all school activities
- Ensure that carers and social workers of Children who are Looked After pupils are kept fully informed of their child's progress and attainment
- Ensure that Children who are Looked After pupils are involved, where practical, in decisions affecting their future provision

The Designated Teacher for Children who are Looked After is Mrs Emma Petts (Deputy Headteacher) or Mrs Anne Proctor (Headteacher) in her absence.

The governor with responsibility for Children who are Looked After is Mr Mike Isaac.

Under the Children Act 1989, a child is looked after by a Local Authority if he or she is in their care or provided accommodation for more than 24 hours by the Authority. This includes:

- Children who are accommodated under a voluntary agreement with parents (section 20)
- Children who are the subjects of care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 44 and 46)
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21)

The term "in care" refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 – they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are "accommodated" by the local authority under section 20 of the Children Act – they may live in foster care, in a children's home or in a residential school. All these groups are said to be "Children who are Looked After". They may be looked after by our Local Authority or may be in the care of another authority but living in ours.

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 (PEP). An appropriate school induction will take place.

Teaching Staff

All teaching staff, and where appropriate non-teaching staff, will be made aware that the child is being looked after by the Local Authority. The responsibility for the transfer of this information is that of the Designated Teacher for Children who are Looked After.

The Young Person

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

to complete the Pupil Voice section of the Personal Education Plan to inform the Personal Education Plan and Care Plan review meeting.

Communication with other agencies

Copies of all reports are 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. We work with social work colleagues within Children's Services to co-ordinate review meetings, e.g. to have a Personal Education Plan meeting or review.

Assessment, Monitoring and Review Procedures

Each young person has a Personal Education Plan that is developed jointly by the Social Worker and Designated Teacher. This identifies specific areas of focus to target and associated actions to improve the young person's performance 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); Long term plans and aspirations (targets including progress, career plans and aspirations)
- Educational data so that progress may be easily tracked between Key Stages
- Extended learning opportunities
- Involvement in Out of Hours Activities
- Special needs
- Attendance
- Behaviour

The Personal Education Plan is updated and reviewed at least annually or at the point of any major change and contributes to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the plan.

Roles and Responsibilities

The Designated Teacher

The role of the Designated Teacher is of central importance enabling Children who are Looked After to achieve their full potential in school. The Designated Teacher will:

- Be an advocate for Children who are Looked After within school
- Know who are all the Children who are Looked After in school, including those in care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Arrange and/or deliver training to all staff, including those newly appointed, on issues affecting educational attainment of Children who are Looked After and the ways in which educational disadvantage can be overcome
- Attend relevant training about Children who are Looked After and act as the key liaison professional for other agencies and carers in relation to Children who are Looked After, seeking advice from the Children who are Looked After team where appropriate
- Have lead responsibility for the development and implementation of the young person's PEP within school and ensure a speedy transfer to another educational placement
- The Designated Teacher will report on Children who are Looked After to the school's full governing body and produce an annual report

The Head Teacher and Senior Leadership

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

All school staff will:

- Keep the Designated Teacher informed about a Child who is Looked After's progress and contribute to regular liaison with social care colleagues and other appropriate professionals
- Have high expectations of the educational and personal achievements of Children who are Looked After
- Positively promote the raising of a Child who is Looked After's self-esteem
- Be familiar with the school's policy and guidance on Children who are Looked After and respond appropriately to requests for information to support Personal Education Plans and review meetings.

The Governing Body will:

- Nominate a governor with responsibility for Children who are Looked After who links with the Designated Teacher
- Ensure that the admission criteria and practice prioritise Children who are Looked After according to the Department for Education Admissions Code of Practice
- Ensure all governors are fully aware of the legal requirements and guidance for Children who are Looked After
- Liaise with the Head Teacher, Designated Teacher and all other staff to ensure the needs of Children who are Looked After are met

Review and Evaluation of Policy

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

Review

- To be reviewed in February 2022

Headteacher:



Governor Approval:



Date:

4th March 2021