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POLICY FOR LOOKED AFTER CHILDREN **NOVEMBER 2021**

Objective

To promote the educational achievement and welfare of looked-after pupils, helping them succeed and providing a better future. This policy should be used in conjunction with Staffordshire Family First Services Policies and Procedures.

Name of the Designated Teacher for Looked After Children

Rachel Windle

Role of the Designated Teacher for Looked After Children

Within School Systems:

- to ensure that all staff, both teaching and support, have an understanding 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 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 homework clubs, extra curricular activities, home reading schemes, 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 Social Services Department (SSD) and the Education Service;
- 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 monitor the educational progress of all children who are looked-after in order to inform the school's development plan;
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy.

Work with Individual Looked-After Children:

- to work with individual children to enable the child to make a contribution to the educational aspects of their care plan;
- to help ensure that each pupil has a Personal Education Plan (nb.the PEP should be initiated by the young person's social worker);
- to ensure that a home-school agreement is drawn up with the primary carer and signed by the social worker.

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To help co-ordinate education and Families First review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- To attend or arrange for someone else to attend, or to contribute in other ways to SSD's care planning meetings;
- To be the named contact for colleagues in Education and Families First; and
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of all looked-after children to Education Access.

Training:

- To develop and maintain up to date knowledge of Families First/Education procedures by attending training events organised by the Local Authority; and
- To cascade training to school staff as appropriate

**Name of a Governor with special responsibility for looked-after children:
Mrs Simpson**

Role of that Governor

The named governor should:

- Ensure that all governors are fully aware of legal guidance and requirements on the education of Looked After Children.
- Ensure that resources are allocated to meet the needs of Looked After Children.
- Ensure that policies and procedures support their needs and are kept up to date.

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

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions; and pupil destinations.

The named governor should be satisfied that the school's policies and procedure ensure that looked-after pupils have equal access to:

- the national curriculum;
- additional educational support;
- extra-curricular activities.

Confidentiality, including anonymity, should be maintained at all times.

Responsibility for LAC in School

All staff will maintain confidentiality and ensure that LAC are supported sensitively.

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 and have an awareness of the key issues affecting Looked after Children. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After children.

It is appropriate for a classroom support 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 Designated Teacher for Looked-After children.

All LAC should have a named member of staff to whom they can talk if they feel it is necessary.

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.

Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and

understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

Communication with Other Agencies

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

Schools, the Education Service and Families First should endeavour to co-ordinate their review meetings, e.g. to have an Annual Review of a Statement combined with a Statutory Care Review.

All agencies involved 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.

Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the LST 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;
- Self esteem
- 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); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by the Social Services Department.

The named governor/ Head teacher will report annually to the governing Body on the progress of all looked-after children against the key indicators outlined above.