

# THUNDERSLEY PRIMARY SCHOOL

## Children Looked After Policy



<b>Member of staff Responsible</b>	<i>Emma Dawson</i>
<b>Policy produced</b>	<i>February 2011</i>
<b>Policy agreed/last reviewed</b>	<i>December 2017</i>
<b>To be reviewed</b>	<i>Autumn 2020</i>
<b>Other Policies Related</b>	<i>Teaching and Learning Policy, Equalities Policy, SEND policy; Anti-bullying policy</i>
<b>Other Paperwork Attached (appendix)</b>	

## Policy & Procedure for Looked After Children

Nationally, Looked After Children (LAC or CLA) significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being, in line with Every Child Matters.

This policy takes account of:

- The Local Authority's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Relevant DfE guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).

### Aims of the policy

Thundersley Primary School's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

Thundersley Primary is committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

This policy should be read in relationship to other school policies:

- Teaching & Learning Policy
- Positive Behaviour Management Policy
- Home School Agreement
- Equal Opportunities Policy
- Child Protection Policy
- Special Educational Needs Policy

The school will raise awareness of the needs of Looked After Children and challenge negative stereotypes about them in order to ensure that they achieve as well as they possibly can and do their personal best in Thundersley Primary School.

## **ROLES AND RESPONSIBILITIES**

The Head Teacher will:

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where attainment, behaviour or attendance is causing concern
- Report on the attainment, behaviour and attendance of Looked After Children. OFSTED now select a number of Looked After Children, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Our Designated Teacher will:

- Develop a policy for Looked After Children (LAC)
- Be the named contact for colleagues and carers within the school community and for colleagues in children's services including social services and health
- Keep an up to date list of LAC in school and clearly establish who has parental responsibility
- Advocate on behalf of LAC with particular regard to issues such as school trips, fixed term exclusions, flexibility of procedures and communicating high expectations for LAC with both staff and the pupils themselves
- Develop knowledge of legislation relating to LAC and of Children's Services procedures through a variety of ways including attending multi-agency training
- Attend relevant training
- Inform staff and governors about up to date training
- Be aware that the specific needs of LAC should be communicated sensitively to appropriate staff - teaching and non-teaching
- Be aware that LAC should have an up to date, quality Personal Education Plan (PEP)
- Support the pupil in making a contribution to the PEP
- In conjunction with social workers, arrange education planning meetings for new admissions to school
- Liaise with the pupil's social worker, the school's designated governor and other relevant outside professionals
- Advise on systems, including recording of progress, to be put in place to support attendance and achievement
- Promote the involvement of LAC in school clubs, extra curricular activities especially where these coincide with the pupil's interests
- Liaise with other designated teachers at transition times

All staff will:

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively
- Respond promptly to the Designated Teacher's requests for information
- Work to enable Looked After Children to achieve stability and success within school
- Promote the self-esteem of all Looked After Children
- Have an understanding of the key issues that affect the learning of Looked After Children

The Governing Body will:

- Identify a nominated governor for Inclusion, who will be responsible for monitoring the provision for Looked After Children
- Ensure that all governors are fully aware of the legal requirements and guidance on the education of Looked After Children
- Ensure the school's other policies and procedures support their needs
- Ensure the school has an overview of the needs and progress of Looked After Children
- Ensure the school sets challenging targets for Looked After children
- Allocate appropriate resources to meet the needs of Looked After Children who are at risk from underachievement
- The school has a good baseline of information for a Looked After Child so that barriers to learning are quickly identified
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below
- Support the Head Teacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met
- Monitor the academic progress of Looked After Children, through the Headteacher's termly report to Governors.

### **Monitoring, Evaluation & Review of the policy for Looked After Children**

It is the responsibility of the designated teacher, headteacher and governors to monitor and evaluate the provision for Looked After Children in the school. Monitoring and evaluation is carried out through spending time in classrooms, in dialogue and in overseeing and reviewing planning.

## Appendix A

### Guidance for Teaching Looked After Children

This guidance is to help teachers in supporting Looked After Children in their class.

All LAC children receive at least £500 PPG+ funding each term which comes via the virtual school in each Local Authority.

The funding is sent to the school once the PEP meeting has taken place where the needs of the child are identified, targets set and interventions put in place to help meet these targets.

### What do you need to do?

- Make sure that you get to know your Looked After Child very quickly, talk to the teacher they had last year, to their mentor, spend time with them and find out such things as who they live with and what they call their foster carers. It is different in all families, depending on the situation/length of placement.
- Each LAC child needs targets set in reading, writing, maths and social / emotional well-being, where appropriate. They have targets from the last teacher which should be shared with you at transition. The targets should be for a whole term and so will need to be broken down into steps and assessed regularly.
- Make sure that all staff in class know the child's targets and what the child needs to do to catch up or reach their potential. These children should be discussed every 3 weeks in achievement meetings.
- The child should have a 15 minute session each week with their teacher to address any identified misconceptions to ensure concepts are fully understood.
- The Designated Teacher will meet the LAC children once per month to talk to them about their achievements/ look at their books.
- Teachers will be involved before the PEP meetings to update the online paperwork and then will come to the meeting with the child to support them in talking about their learning and how they have achieved their targets.
- Karen Godier is our LAC champion. She will meet with the children on a fortnightly basis in a mentoring capacity and support teachers in liaising with Carers. She will also attend the PEP meetings. She may also read with the children, look at their books together - whatever they feel will help them.