



Whole School Looked After Children Policy

Staff Link:	Helen Cullen	Date:	October 2016
Governor Link:	Graham Pritchard	Review:	October 2017

Whole School Policy for Looked After Children

Purpose

To promote the education achievement and welfare of Looked After Children.

Rationale

Looked After Children – LAC – are one of the most vulnerable groups in society. The majority of Looked After Children have suffered abuse or neglect and it is nationally recognised that there is considerable educational underachievement when compared to their peers, which can result in poor exam success rates in comparison with the general population with few Looked After Children progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a 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 'Looked After Children' (LAC). They may be looked after by our local authority or may be in the care of another authority by living in ours.

Introduction

Preston School aims to promote the educational attainment, achievement and Welfare of Looked After Children.

The Designated Person for Looked After Children is Helen Cullen.

The Senior Leadership Team member with responsibility for Looked After Children is Helen Cullen.

The school is committed to providing quality education for all its pupils based on equality of access opportunities and outcomes.

This policy includes requirements set out in statutory guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004 (Nov 2005) and associated guidance on the education of Looked After Children.

We aim to contribute towards achieving the five outcomes of Every Child Matters, which is the Government's aim for every child, whatever their background or circumstances;

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

As corporate parents this school believes in the principals of good parenting by;

- Giving priority to education
- Listening to children
- Providing stability and continuity
- Taking corporate responsibility
- Promoting inclusion
- Raising standards
- Intervening early
- Promoting early years' experiences
- Celebrating success

Aims

The aims of the school are to:

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

- Ensure that Looked After pupils are involved, where practicable, in decisions affecting their future provision
- The Principal will, as far as possible, avoid excluding any LAC

Admissions

The admissions committee endorses the Somerset County Council Policy for the admission of Looked After Children.

Due to care placement changes, Looked After Children may enter school mid-term. This school believes that it is vital that we give each Looked After Child a positive welcome and full support for their induction and to help them settle and be part of our learning community.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our Looked After Child Policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure the school makes appropriate provision for all Looked After pupils.

Allocation of Resources

Preston School will ensure that the school allocates resources to support appropriate provision for Looked After Children, meeting the objectives set out in this policy.

We will work in partnership with Somerset Virtual School for Looked After Children and other Virtual Schools for students who are from other Local Authorities, to ensure that Looked After Children receive the full range of support to which they are entitled to enable them to make progress and achieve.

Monitoring the progress of Looked After Children

The social worker for the Looked After Children initiates a Personal Education Plan – PEP – within 20 days of the pupil joining the school, or of entering care, and ensures that the child or young person is actively involved. (Where the child is placed in an emergency the Personal Education Plan should be initiated within 10 working days of them becoming looked after).

A Personal Education Plan should be linked to but not duplicate or conflict with information in any other plans. Targets in the plan should be reviewed termly.

Preston School assesses each Looked After pupil's attainment on entry to ensure continuity of learning. The school has a Designated Teacher to support the Personal Education Plan process. Following the initial Personal Education Plan, the role of the Designated person is to liaise with other agencies involved to arranged further Personal Education Plan review meetings and to provide copies of the Personal Education Plan to the social worker, specialist teacher from the virtual school or other virtual school where the child is from another Local Authority, Designed Teacher Link School and other agencies.

Record Keeping

The Designated Lead knows all the Looked After Children in school and has access to their relevant contact details including parents, carers, Somerset Virtual School specialist staff, or other Virtual School specialists for those looked after students who are from other Local Authorities, teacher/support worker and social worker.

The status of Looked After Children is identified within the school's information systems so that information is readily available as required. Students are also identified internally on the Pupil Premium register.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support Looked After Children. Part of the Designated teachers' role is to raise awareness of issues associated with Looked After Children within the school and disseminate information.

Partnership with parents/carers and care workers

We believe in developing a strong partnership with parents/carers and care workers to enable Looked After Children to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

Links with external agencies/organisations

We recognise the important contributions that external support services make in supporting Looked After Children. Colleagues from the following support services may be involved with individual Looked After Children:

- Social care worker/Community care worker/Residential child care worker
- Somerset Virtual School for Looked After Children (Looked After Children in Education Team)
- Other Virtual Schools for Looked After Children from other Local Authorities
- Educational psychologist and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS
- Education Welfare Officers
- Youth Offending Services
- School age parents' officer
- External Learning Providers

LAC Policy Review and Evaluation

We undertake a thorough review of both the Looked After Children Policy and practice each year. The outcomes of this review inform the School Improvement Plan.

ROLES AND RESPONSIBILITIES

The Designated Person will:

- Be an advocate for Looked After Children within school
- Be proactive in identifying ways in which the school can raise attainment of Looked After Children
- Work in partnership with Somerset Virtual School, and/or other Virtual Schools for those students who are from other Local Authorities, providing termly progress data on the progress of Looked After Children
- Give regard to the impact of relevant decisions for Looked After Children on both the Looked After Children and the rest of the school community
- Know all the Looked After Children in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about Looked After Children and disseminate information and good practice to other staff
- Influence school policy and practice for Looked After Children
- Act as the key liaison professional for other agencies and carers in relation to Looked After Children, seeking advice from Somerset Virtual School, and/or other Virtual Schools for those students from other Local Authorities, when appropriate
- Ensure that Looked After Children receive a positive welcome on entering school, especially mid-year and offer additional support wherever possible such as a pre-entry visit to help the new pupil settle
- Ensure that all Looked After Children have an appropriate Personal Education Plan that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan
- Arrange and contribute to Personal Education Plan Review meetings
- Keep Personal Education Plans and other records up to date and review Personal Education Plans at transfer and six monthly intervals
- Monitor the targets set out in the Personal Education Plan
- Convene an urgent multi-agency meeting if a Looked After Child is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidentiality and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to Looked After Children
- Ensure that care and school liaison is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extra-curricular activities for Looked After Children
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a Looked After Child transfers to another educational placement
- Report to the governors on Looked After Children in the school and inform of any policy and practice development
- Agree with the social worker the appropriate people to invite to parents' evenings and other events

- Prepare reports from management committee meetings to include:
 - The number of Looked After Children on roll and the confirmation that they have a Personal Education Plan – PEP
 - Their attendance compared to other pupils
 - Their attainment compared to other pupils
 - The number, if any of fixed term or permanent exclusions
 - The destinations of pupils who leave the school
- Attend meetings as appropriate – such as the admission, disciplinary and exclusion of Looked After Children
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Special Educational Needs Code of Practice.

All School Staff Will;

- Positively promote the raising of a Looked After Child's self esteem
- Have high expectations of the education and personal achievements of Looked After Children
- Keep the Designated person informed about a Looked After Child's progress
- Ensure any Looked After Children are supported sensitively and that confidentiality is maintained
- Follow school procedures
- Be familiar with the school's policy and guidance on Looked After Children and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the Designated Teacher where a Looked After Child is experiencing difficulties
- Work in partnership with Somerset Virtual School, and/or Virtual Schools from other Local Authorities and other agencies to prevent a Looked After Child's behaviour leading to an official exclusion and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- Keep appropriate records, confidentially as necessary, and make these available to the Designated lead, Somerset Virtual School for Looked After Children, and other Virtual Schools for those students who are from other Local Authorities, and professional s/parents/carers/pupils as appropriate
- Make extra copies of reports available when required

The governors will;

- Ensure that the admission criteria and practice prioritises Looked After Children according to the DFE Admissions Code of Practice
- Ensure all members are fully aware of the legal requirements and guidance for Looked After Children
- Ensure there is a Designated Teacher for Looked After Children

- Nominate a member for responsibility for Looked After Children who links with the Designated Teacher
- Liaise with the Principal, Designated Teacher and all other staff to ensure the needs of Looked After Children are met
- Identify a member with special responsibility for Looked After Children
- Nominate a member with responsibility for Looked After Children who links with the Designated Teacher
- Receive regular reports from the Designated Lead
- Ensure that the school's policies and procedures give Looked After Children equal access in respect of:
 - Admission to school
 - National Curriculum and examinations, both academic and vocational
 - Out of school learning and extracurricular activities
 - Additional educational support
 - Work experience and careers guidance
- Annually review the effective implementation of the school policy for Looked After Children

The Local Authority will;

- Provide a Virtual Head teacher who has responsibility for championing the education of Looked After Children
- Provide a specialist team to provide a wrap-around service for Looked After Children as part of Somerset's Virtual School
- Lead the drive to improve educational and social care standards for Looked After Children
- Ensure that the education for this group of pupils is as good as that provided for every other pupil
- Ensure that Looked After Children receive a full-time education in a mainstream setting wherever possible
- Ensure that every Looked After Child has a school to go to within 20 days of coming into care or coming to Somerset from another Local Authority.
- Ensure that every school has a Designated person for Looked After Children and that these teachers receive appropriate information, support and training
- Provide alternative educational provision where appropriate
- Ensure that appropriate support is provided whenever possible
- Work with others to provide smooth transitions at the end of Key Stage 2 and at any mid-phase transfer including options advice and guidance for Key Stage 3-4 transition and transition into Further Education.

- Be vigilant and proactive in identifying additional needs and the special educational needs of Looked After Children and work collaboratively with schools, other services and agencies to meet those needs.

Local Authority Contact Details for the Education of Looked After Children;

Peter Newman

Virtual Headteacher / Champion for Vulnerable Groups
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General Information

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