

# **Metheringham Primary School**

## **Looked After Children Policy**

**Policy Written: January 2024**

### **Introduction**

Nationally, Looked After Children 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.

Helping Looked After Children succeed and providing a better future for them is a key priority for Metheringham Primary School. This policy takes account of:

- The County Council'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 DfES guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

### **Roles and Responsibilities**

#### Responsibility of the Headteacher

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct 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.

#### **Responsibility of the Governing Body:**

- Identify a nominated Governor 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 has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures support their needs.

### **Procedures - the Governors will:**

- Monitor the academic progress of Local After Children
- Ensure that Looked After Children are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent suspensions and exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After Children achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- 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 Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Receive a report once a year setting out:
  - The number of looked-after pupils on the school's roll (if any).
  - Their attendance, as a discreet group, compared to other pupils.
  - Their National Curriculum Test scores and appropriate assessment information related to this stage of learning, as a discreet group, compared to other pupils.
  - The number of fixed term and permanent exclusions (if any).
  - The destinations of pupils who leave the school.
  - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

### **The Role of the Designated Teacher**

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Governors should be aware that all schools are already required to have a designated teacher for LAC. It is strongly recommended, but not compulsory, that this person should be a member of the Senior Management Team.

Training for Designated Teachers has been and will continue to be available through our Looked After Children Education Adviser Team. Governors should also be aware that OFSTED will focus on Looked After Children, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.

- Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher but should be based on the child's own wishes. Members of staff who take on this role may need to be supported by someone from the school's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Teacher for Child Protection.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.
- Encourage Looked After Children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term.
- Raise awareness in secondary schools that Looked After Children are automatically entitled to an allowance if they go into the sixth form.

### **The Responsibilities of All Staff**

#### **All our 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 positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- 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.
- Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.

## **Aims**

Our approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Providing a safe and secure place to learn.
- Targeting support.
- Having high expectations.
- Enabling each pupil to progress and attain their potential
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing suspensions and exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.
- Providing continuity and consistency through the sharing of information
- Providing a positive experience for each pupil whatever their length of stay
- Enabling further transitions to happen effectively.

## **Practice/Procedures Implications**

As for all our pupils, we are 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.

The Governors are committed to providing quality education for all pupils and will:

- Ensure Looked After Children are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006 and the Local Authority policy for admissions.
- Ensure a Designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities set out below

- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Looked After Child

### **Admissions**

Prior to admission, the pupil, parent, carer and Social Worker will be invited to visit the school. The person(s) with parental responsibility will be requested to complete a form with basic contact details and other relevant information.

The designated teacher for Looked After Children will assess the needs of the pupil based on available information. Any additional support or provision for the pupil will be based on individual needs or as detailed in the pupil's statement of special educational needs or Education, Health and Care Plan (if applicable). The impact of this support will be closely monitored to ensure it is well focused and is having a positive impact on the pupil's social, emotional and academic needs.

### **Liaison**

The Designated Teacher for Looked After Children will;

- contact the Named Social Worker to request the date for any Review Meetings and the ePEP Access number for the pupil;
- will attend the review meetings (this could alternatively be the class teacher);
- update the school's section of the ePEP as necessary;
- maintain close links with all agencies and carer as appropriate.

Information which is relevant to the wellbeing and learning will be shared with the appropriate members of staff on a need-to-know basis. Information regarding safeguarding issues will be treated with confidence and shared appropriately in order to safeguard the pupil.

### **Curriculum**

Curriculum information will be shared with all persons who hold parental responsibility and carers termly.

General permission for involvement in local curriculum visits will be sought from the person(s) with parental responsibility when the pupil starts school.

### **Attainment**

Based on the initial assessment, targets for English and Maths will be set.

The Designated Teacher for Looked After Children will monitor, in line with the school curriculum, learning, assessment and marking policy, the pupil's progress.

Close liaison and positive relationships with the persons who hold parental responsibility, and the carers will be developed to support the attainment of the pupil.

Any barriers to learning will be considered and steps taken to remove or minimise them. This will be done through liaison with external agencies when appropriate and the holistic needs of the pupil will be considered to ensure progress is made towards their educational targets.

The Headteacher's report to the Governors will include statistics regarding any LAC children in school, the support they receive and the impact of the support.

## **Transition**

Information will be passed on to the receiving school within two weeks of transfer. This will include the ePEP, attainment and tracking data and any other information that will support a smooth and effective transition for the pupil.

If a pupil ceases to be looked after, their individual needs will still be catered for within the normal school provision and ongoing monitoring will be the responsibility of the designated teacher.

Advice and support is available from Lincolnshire Virtual School

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