



Deanery C.E. Primary School
Academy Status

Looked After Children Policy

October 2016

INTRODUCTION

The governing body of Deanery C. E. Primary is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE Guidance 2000. The Guidance recognises the collective responsibility of local authorities and school to achieve good parenting and sets out six principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;
- early intervention – priority action; and
- listening to children

The guidance introduced two key measures, in order to improve multi-agency co-ordination and improve educational life chances for Looked After Children (LAC):

- Designated Teachers for every school.
- Personal Education Plans for all LAC.

This governing body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

- to be an advocate for LAC;
- when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
- ensure that a Personal Education Plan (PEP) is completed, as soon as possible (at least within 20 days of entering care or joining a new school). This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers / agencies, and be linked to the Care Plan meetings, where in place. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Target Plan (ITP), Career Plan or any other relevant plans. The PEP should inform and be reviewed concurrently with the Care Plan, ie: within 28 days, 3 months and 6 months and, at least, every 6 months;
- keep PEP's and other records up to date, particularly in time to inform review meetings;
- by the end of the third month in care, ensure a baseline assessment form is completed and returned to the School Improvement Advisor (SIA) for LAC;
- ensure that each LAC has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher);
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- ensure staff receive relevant information and training and act as an advisor to staff and governors;
- ensure confidentiality for individual children and only share personal information on a need to know basis;
- provide written information to assist planning / review meetings and ensure attendance as far as possible;
- ensure the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive. The Home School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures;
- encourage LAC to participate in extra-curricular activities and out of hours learning, where feasible;
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and then the child transfers;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and / or is in danger of being excluded;

ROLES AND RESPONSIBILITIES OF ALL STAFF

- ensure that any LAC is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on LAC and respond appropriately to requests for information to support the completion of PEP's and other documentation needed as part of review meetings;
- respond positively to a LAC request to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no LAC is stigmatised in any way;
- provide a supportive climate to enable a child in public care to achieve stability within the school setting;
- as with all children, have high aspirations for the educational and personal achievement of LAC;
- Positively promote the self esteem of LAC.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

- ensure all governors are fully aware of the legal requirements and guidance for LAC;
- be aware of whether the school has LAC and how many (no names);
- ensure that there is a named Designated Teacher for LAC, which is the Inclusion Manager.
- liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her / his responsibilities in relation to LAC;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC are met;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body. These reports should not include any names of individual children for child protection and confidentiality reasons;
- review the effective implementation of this policy, preferably annually and at least every three years.

TRAINING

The Head Teacher, Designated Teacher and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

Policy Reviewed by Sally Yates Head Teacher September 2012

Special Educational Needs Governor – Mrs Emily Harrison
Inclusion Manager – Mrs. Jill Sharp

Agreed and Accepted by Governing Body September 2012

Policy Reviewed and amended by Mrs. Jill Sharp – Inclusion Manager September 2013

Policy Reviewed and amended by Mrs. Jill Sharp – Inclusion Manager September 2014

Policy Reviewed and amended by Mr Walker – Inclusion Manager November 2015

Policy Reviewed and amended by Mr Walker – Inclusion Manager October 2016

Signed _____

Date _____