



**Learn, Serve, Shine**

## **Crockham Hill C E Primary School**

### **Child Looked After Policy**

<b>Review Body:</b>	Teaching and Learning Team
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	<b>Non-Statutory Statement</b>
<b>Review Period:</b>	Three year cycle
<b>Reviewed:</b>	Spring 2015
<b>Next Review:</b>	Spring 2018

#### Definition:

'Children Looked After (CLA), Looked after children' (LAC) or Children in Care are descriptions used to identify children who are in public care, who are placed with foster carers, in residential homes or with parents or other relatives.' These terms are used to identify the same children. At Crockham Hill School we recognise that these terms are interchangeable.

Nationally, CLA significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in promoting better outcomes for these children, ensuring that they are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Helping Children Looked After to succeed and to provide a better future for them is a key priority for Kent County Council and Kent schools. 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.
- The Children and Young Persons Act 2008
- Designated Teacher (LAC pupils etc.) (England) Regulations 2009
- Statutory Guidance for School Governing Bodies 2012 – The role and responsibilities of the designated teacher for LAC.

Our school's approach to supporting the educational achievement of CLA is based on the following principles:

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

## **Implications**

As for all our pupils, Crockham Hill School is committed to helping every Child Looked After 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 links with a number of other school policies and it is important that Governors have regard to the needs of this vulnerable group of pupils when reviewing them:

- KCC Admissions oversubscription criteria for voluntary controlled schools.
- Equalities Scheme
- Promoting Positive Behaviour Policy.
- Teaching and Learning Policy
- Home School Agreement.
- Anti-bullying Policy
- Child Protection and Safeguarding Policies.
- Special Educational Needs Policy.

The school will champion the needs of this group of children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

## **ROLE OF THE GOVERNING BODY**

- Appoint a governor to take the lead in this area( Mrs Sian Leahy).
- Ensure that a designated coordinator (The Designated Teacher for CLA) is identified who is a qualified teacher who has appropriate knowledge and undertakes appropriate training to understand and respond to the specific needs of looked after children and has appropriate seniority to influence decisions about the teaching and learning needs of these children.
- As a minimum, governors must consider an annual report from the designated teacher will enables the governing body to make overall judgements about the designated teacher role in the context of wider school planning. This report should include:

1. Any workload issues arising as the result of the number of identified children on roll and the number of local authorities involved.
2. Levels of progress (educational, social and emotional) made by CLA who are currently on roll or who have been on roll within the past 12 months.
3. Whether the pattern of attendance and exclusions for CLA is different to that of all children.
4. Any process or planning issues arising from personal education plans (PEPS).
5. Whether any are identified as gifted and talented and how these needs are being met.
6. Whether any have any special educational needs (SEN) and the SEN levels these needs are being met through, e.g. School Action.
7. How teaching and learning needs of CLA are reflected in school improvement planning and being met in terms of interventions and resources
8. Training provided for the designated teacher in order to impart knowledge and understanding about the education and well-being of CLA to colleagues
9. Work with virtual school heads or their equivalent in local authorities
10. The impact of any school policies on CLA, e.g. charging for educational visits, anti-bullying and extended school services.

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 governing body and the school leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role.

There are clear guidelines for the role of the governing body in chapter 2 of "The role and responsibilities of the designated teacher for looked after children. Statutory guidance for school governing bodies 2012.

### THE ROLE OF THE DESIGNATED TEACHER (Mrs Valerie Viret)

The designated teacher will have lead responsibility for helping school staff understand the things which affect how CLA learn and achieve.

Our Designated Teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Have lead responsibility for the development and implementation and review of the child's personal education plan (PEP) within the school

- Establish and implement effective links and working with all other agencies involved in the life of the child including communicating school policies to social workers and carers.
- Make sure the young person has a voice in setting learning targets
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- Make sure that CLA are prioritised in any provision for one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- Ensure a named member of staff is allocated to each Looked After Child whom they can talk to when they feel it necessary. □

There are clear guidelines for the role of the designated teacher in chapter 3 of "The role and responsibilities of the designated teacher for looked after children. Statutory guidance for school governing bodies 2012.

Developing personal education plans

The designated teacher should:

- Ensure that any existing PEP is received when a CLA joins the school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Ensure that the PEP is an appropriately shared document which includes the information everyone needs to help their conversations, planning and the delivery of strategies required to make sure the child gets the support and provision needed to succeed.
- Lead on how the PEP is used as a tool in school to make sure that the child's progress towards education targets is monitored and make sure that it is updated and available in time for local authority review of the care plan.
- Ensure that for each statutory review of the child's care plan that the PEP includes any new information about progress towards educational targets since the last PEP review and information about what has not been taken forward.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting a smooth transition when the child is moving to a new school or phase in education.

#### THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of this vulnerable group, as for all pupils.
- Maintain confidentiality and ensure that CLA 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 children to achieve stability and success within school.
- Promote the self-esteem of all CLA.
- Have an understanding of the key issues that affect the learning of this group of pupils.
- Be aware that many children who are looked after say they are bullied so work to prevent bullying in line with the School's policy.

The policy will be formally reviewed every three years or earlier if appropriate.

The Headteacher/the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy prior to any identified children joining the school and providing 'refresher' training or briefings as needed.