

RIVERSIDE SCHOOL



Children Looked After Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON - HEADTEACHER

Contents

1. Introduction
2. Designated Teacher for Children Looked After
3. The Role of the Designated Teacher for Children Looked After
4. Designated Governor for Children Looked After
5. The Role of the Designated Governor for Children Looked After
6. Responsibility for Children Looked After in School
7. Admission Arrangements
8. Involving the Young Person
9. Communication with Other Agencies
10. Assessment, Monitoring and Review Procedures

1. Introduction

The objective of the school is to promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After within a supportive and inclusive school culture.

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

1. Children who are accommodated under a voluntary agreement with their parents;
2. Children who are the subject of a care order or interim care order;
3. Children who are the subject of emergency orders for the protection of the child; and
4. Children who are compulsorily accommodated.

Under the Children and Young Person's Act 2008, a previously looked after child is one who is no longer looked after in England and Wales because s/he is the subject of arrangements orders, which includes arrangement relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

2. Designated Teacher for Looked After Children

Helen Bushell Movahedi.

3. The Role of the Designated Teacher for Children Looked After

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantages faced by Children Looked After and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Children Looked After, and to promote the involvement of these children in extracurricular activities, school councils etc.;
- To act as an advocate for Children Looked After/ Children Previously Looked After;
- To develop and monitor systems for liaising with carers and the local authority;
- To hold a supervisory brief for all Children Looked After e.g., to ensure all relevant education and care information is available to school staff and carers, and that this information is kept up to date;
- To supervise the smooth introduction of a new child in public care into the school;
- To intervene if there is evidence of individual underachievement;
- To enable the child to make a contribution to the educational aspects of their care plan;

- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young persons' social worker; and
- To ensure the assessment, monitoring and review procedures are in place as outlined below.

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Plans;
- To help co-ordinate education review meetings and be part of the multiagency team for Children Looked After review meetings, ensuring that the Personal Education plan can inform the child's Care Plan;
- To attend/ arrange for someone else to attend/ contribute to Children Looked After care planning meetings;
- To be the named contact for colleagues within the local authority; and
- To ensure the speedy transfer of information between agencies and individuals.

Training:

- To develop knowledge of local authority procedures by attending training events organised by the local authority; and
- To cascade training to school staff as appropriate.

4. Designated Governor for Children Looked After

Claire Osborn.

5. The Role of the Designated Governor for Children Looked After

The Governor will:

- Attend any specific courses related to CLA in order to provide the requisite level of challenge to the school regarding policy and practice in relation to Children Looked After.

In conjunction with the headteacher, the Governor will:

- Oversee the appointment of the Designated Teacher for Children Looked After;
- Designate a member of staff to have responsibility for promoting the educational achievement of Previously Looked After pupils, who are no longer looked after in England and Wales, because they are the subject of an adoption, special guardianship or child arrangement order, or were adopted from 'state care' outside England and Wales;
- Ensure that the designated CLA teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand and

- respond to the specific teaching and learning needs of Children Looked After;
- Ensure that the designated CLA teacher's role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting the achievement of Children Looked After;
 - Meet with a sample of staff working with Children Looked After to ensure that staff:
 1. Understand their responsibilities in relation to Children Looked After; and
 2. Pupils are achieving in line with expectations.
 - Ensure an annual report is brought to Governors which meets Statutory Guidance and that the Governing Board follows up on any issues that the report raises;
 - Review the effectiveness of the CLA Policy and practices in meeting the needs of Children Looked After; and
 - Ensure the designated teacher for Looked After and Previously Looked After Children understands statutory guidance on their roles and responsibilities.

6. Responsibility for Children Looked After in School

It is important that all teaching staff who are in contact with the child or young person are aware that s/he is being looked after by the local authority. The responsibility for the transfer of this information should be that of the headteacher and/ or the designated teacher for Children Looked After.

It is appropriate for Teaching Assistants to have knowledge that the young person is being looked after only if they are directly involved in the education of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the headteacher or the designated teacher for Children Looked After.

7. Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school and a new meeting will be held with their carer/ parent/ social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate school induction will take place.

8. Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasize that the school, the social worker and their carer(s) are working together to promote their education.

9. Communication with Other Agencies

The school should ensure that a copy of all reports (e.g., annual reports) should be forwarded to the young person's social worker in addition to the foster carer or residential social worker.

The school should endeavour to co-ordinate their review meetings e.g., to have an annual review of their Education and Health Care Plan (EHCP) combined with a Statutory Care Review.

The local authority and the school will need to exchange information between formal reviews if there are significant changes in the young person's circumstances e.g., if the school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

A pupil premium for each CLA is a fund that follows the pupil annually, and is paid to the school by their local authority for the benefit of that pupil.

10. Assessment, Monitoring and Review Procedures

Each looked after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the social worker takes a lead in developing. This will identify specific areas of concern and contain achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Involvement in extra-curricular activities;
- Development needs (short and long-term development of skills, knowledge or subject areas and experiences; and
- Long-term plans and aspirations (targets including progress and aspirations).

The PEP will be updated every term as part of the Statutory Reviewing process carried out by the social worker.

The designated CLA teacher will report annually to the Governing Board on the progress of all Children Looked After against the key indicators outlined above.