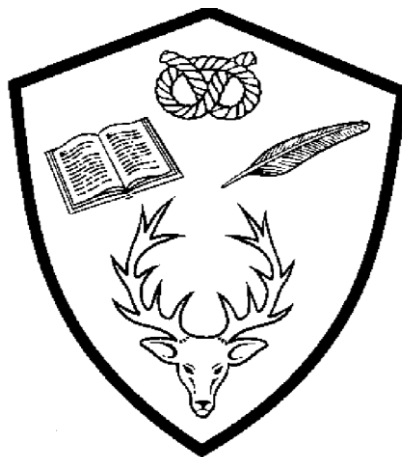


Chase Terrace Primary School

Policy for Looked After Children



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School Looked After Children Policy

Person Responsible:	Headteacher
Approval Body:	Chair of Governors (using Chair's Power to Act) October 2024 Quality Of Education Committee October 2023
Date of approval:	Chair of Governors (using Chair's Power to Act) 9th October 2024 Quality Of Education Committee October 2023
Review date:	October 2025

1 Objective

To promote the educational achievement and welfare of Looked After Children. Looked After Children now includes children currently in care and children left care through adoption, Special Guardianship Orders and Child Arrangement Orders. This policy uses the guidance of 'Promoting the education of looked after children and previously looked after children' (Feb 18) and 'The designated teacher for looked after and previously looked after children – Statutory guidance on their roles and responsibilities' (Feb 18).

The name of the Designated Teacher for Looked After Children at Chase Terrace Primary is Mrs Tina Powl.

2 The Role of the Designated Teacher for Looked After Children

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading, school councils etc.
- To act as an advocate for Looked After Children;
- To develop and monitor systems for liaising with carers, Vulnerable Children's' Services, the Staffordshire Virtual School and the Education Inclusion Department.
- To hold a supervisory brief for all Looked After Children e.g., to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of Looked After Children in order to inform the school's development plan;

- To intervene if there is evidence of individual underachievement, absence from school or internal truancy; and
- To ensure funding for each Looked After Child is allocated appropriately to help the child meet their Personal Education Plan or EPEP targets.

Work with Individual Looked After Children;

- To ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker). In Staffordshire this would be the EPEP;
- To enable the child to make a contribution to the educational aspects of their EPEP;
- To ensure that a home-school agreement is drawn up with the primary carer and signed by the social worker; and

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To help co-ordinate education and Looked After Children review meetings;
- To liaise with the class teacher and any adults who work with the Looked After Child and to notify them of termly EPEP meetings;
- To be the named contact for colleagues in Education Inclusion, Virtual School and Vulnerable Children' Service; and
- To ensure the speedy transfer of information between agencies and individuals.
- To ensure relevant and appropriate information are passed on to the school.

Training:

- To develop knowledge of Vulnerable Children/Education Inclusion procedures by attending training events organised by the Local Authority; and
- To cascade training to school staff as appropriate

The name of a Governor with special responsibility for Looked After Children is Mrs Clare Poynton.

3 The role of the Governor

- The named governor will report to the Governing Body on an annual basis a comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared with other pupils;
- The level of fixed term/permanent exclusions; and pupil destinations.

- The named governor should be satisfied that the school's policies and procedure ensure that looked-after pupils have equal access to the national curriculum; public examinations; careers guidance; additional educational support; extra-curricular activities; and work experience.
- To meet with the staff member responsible for LAC termly.

4 Responsibility for Looked After Children in School

- It is important that all teaching staff who are in contact with the child or young person are aware that he/she 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 Looked After Children.
- It is appropriate for Learning Support Assistants to have knowledge that the young person is being looked-after only when directly involved in the teaching 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 Looked After Children.

5 Admission Arrangements

- On admission, records (including the EPEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new EPEP (ideally within 10 days). An appropriate school induction will take place.

6 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 emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

7 Communication with Other Agencies

- Schools should ensure that a copy of all reports (e.g., end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.
- Schools, Education Inclusion, Virtual School and the Vulnerable Children's' Service should endeavour to co-ordinate their review meetings, e.g., to have an Annual Review of a Statement combined with a Statutory Care Review.
- Vulnerable Children's' Service, the Virtual School, the Education Inclusion Service and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g., if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

8 Assessment, Monitoring and Review Procedures

- Each looked-after pupil will have a Personal Education Plan (EPEP) that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include: Attendance; Achievement Record

(academic or otherwise); Behaviour; Homework; involvement in Extra Curricular Activities; Special needs (if any); Development needs (short- and long-term development of skills, knowledge or subject areas and experiences); and long-term plans and aspirations (targets including progress, career plans and aspirations).

- The EPEP will be updated at least every term, as part of the Statutory Reviewing process carried out by the Vulnerable Children's Service. The named governor will report annually to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.

Government statutory guidance:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf