

RIDGEWAY ACADEMY



CHILDREN LOOKED AFTER POLICY

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Signed by: _____ (print name)	Signature: _____

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CHILDREN LOOKED AFTER POLICY

The Objective:

To promote the educational achievement and welfare of Children Looked After.

The name of the Designated Teacher for Children Looked After for the school is Steve Booth (Assistant Headteacher).

The role of the Designated Teacher for Children Looked After:

Within Ridgeway Academy:

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in public care' and understand the need for positive systems of support to overcome them
- To inform members of staff of the general educational needs of children who are in public care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc
- To act as an advocate for children and young people in public care
- To develop and monitor systems for liaising with carers and colleagues in Children, Schools and Families (CSF)
- To hold a supervisory brief for all children in care, 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 all children who are looked-after in order to inform the school's development plan
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy
- To inform the planning for children in care by the Connexions Service at the Young People's Needs Analysis Conference.
- To ensure that the educational targets within the Personal Education Plan are implemented fully.
- To ensure best value when spending the additional budget share made available specifically for children looked after to support achievement.
- To advise on the rationale for the allocation of the Personal Education Allowance during the Personal Education Planning meeting.
- To ensure that the Pupil Premium funding received by the school for each of the children in care on the school roll is used to maximise the educational outcomes for them.

Work with Individual Children Looked After:

- To fully support additional learning opportunities that may be available from the Virtual School
- To work with individual children, possibly through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and/or students
- To enable the child to make a contribution to the educational aspects of their Care Plan
- To implement a Hertfordshire Personal Education Plan for each child and review it as required in the notes of guidance as this will contribute to the educational component of their care plan
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker
- To supervise the smooth induction of a new child looked after into the school
- To develop in-school strategies to promote and accelerate the achievement of children in care and narrow the gap between them and their peers
- To ensure that the student voice section of the ePEP is completed as a result of a one to one meeting so that the student's views are faithfully represented on the PEP (Personal Education Plan)

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Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register
- To help communication with CSF staff so that the Personal Education Plan can inform the child's Care Plan
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews
- To be named contact for colleagues in CSF
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of all children in care on the school role to the Corporate Parenting Officer as requested

Training:

- To develop knowledge of CSF procedures by attending training events organised by the Local Authority and in particular the Education Support Service for Children in Care
- To attend the annual Designated Teachers conference and participate in termly briefings
- To cascade training to school staff as appropriate

Governor

The name of a Governor with special responsibility for Children Looked After in the school is Anne Lyons.

The role of that governor

The named governor will report to the Local Governing Body on an annual basis:

- The number of looked-after students in the school
- A comparison of progress as a discrete group, compared with those of other students in the school and nationally
- The attendance of students as a discrete group, compared to other students
- The level of fixed term/permanent exclusions
- Student destinations

The named governor should be satisfied that the school's policies and procedures ensure that looked-after students have equal access to:

- The National Curriculum – full time provision of 25 hours
- Public examinations
- Careers guidance
- Additional education support
- Extra-curricular activities; and
- Work experience
- Pupil Premium Plus funding to help raise attainment

School Responsibility

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 Head Teacher and/or the Designated Teacher for Children Looked After.

It is appropriate for a classroom support assistant to have knowledge that the young person is in public care 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 Children Looked After.

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Admission Arrangements

On admission, records will be requested from the student's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility*. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Involve 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.

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other students at school.

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 and, if appropriate, parent/s.

Schools and education and social work colleagues within CSF/ Childrens' Services (CS) should endeavour to co-ordinate their review meetings, e.g. to have an Annual or a Statement Review OR EHCP (Education Health Care Plan) review and a Personal Education Plan meeting or review.

It is important 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.

Assessment, Monitoring and Review Procedures

Each student in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Effective use of the Pupil Premium funding and evidence of impact
- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Extended learning opportunities
- Involvement in Out of School Hours Activities
- Special needs (if any)
- Development needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long term plans and aspirations (targets including progress, career plans and aspirations)
- Educational data so that progress may be easily tracked between key stages

The PEP will be updated at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer.

The named governor will report annually to the Local Governing Body on the progress of all looked-after children against the key indicators outlined above.

**Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.*

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Appendix 1

Background

There has been concern since the mid-Seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage. In 1995 a joint report by the Social Services Inspectorate and Ofsted stated that the care and education systems were failing to promote the educational achievement of children in care and drew attention to:

- Poor exam success rates in comparison with the general population
- A high level of disruption and change in school placements
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention paid to homework
- Underachievement in further and higher education

It is, therefore, essential that schools promote the achievement of such vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. All schools should have a policy for Children in Care that is subject to review and approval by the Local Governing Body. The policy should set out not only the ethos of the school in its approach to meeting the needs of looked after children but also the procedures that will ensure participation and learning for all.

The Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC) or children in care or 'children looked after' (CLA) by the local authority. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives, or
- Even with parents – under supervision of CSF

Similarly, an 'accommodated' child can be living:

- In foster care
- In a children's home, or
- In a residential school

This policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, and the Hertfordshire Policy Statement on Children in Care and should be read in conjunction with it. All schools have been issued with a copy of each document.