

Looked-After Children Policy

Rationale

At Orchard Head School we believe that all children have a right to receive an education commensurate with their individual needs. We aim to present the curriculum through an interesting, enjoyable and challenging programme of learning experiences that motivate and encourage our pupils to grow and develop. With this end in mind, this policy statement seeks to clarify how we will support the learning and development of Looked After Children (LAC) in our school.

Aims

- To ensure that effective planning is undertaken for any LAC
- To ensure that we work in collaboration with appropriate agencies on behalf of these children
- To ensure that each LAC has a Personal Education Plan (PEP)
- To ensure that we offer each LAC the support and education that is well matched to their needs.

Implementation

A member of the SLT will be appointed to the role of Designated Teacher for LAC.

It is the job of the Designated Teacher to make sure all staff are aware of relevant information regarding LAC in school, giving due consideration to confidentiality and privacy.

When a LAC joins the school, the following actions will be implemented to ensure the best outcomes:

- Information from the previous school will be requested immediately
- A copy of their latest PEP will be requested from the REACH Team immediately
- Particular thought will be given to how the child may be helped to settle in quickly, including asking the child what they think will help
- A key adult will be identified to support the child, this will usually be the class teacher
- Attendance will be carefully monitored
- Within the first half term, a clear picture of academic attainment will be formed, and appropriate targets set
- We will seek to identify and support extra curricular activities
- The needs of LAC will be prioritised
- We will endeavour to ensure that the curriculum (both formal and hidden) is sensitive to the needs of the looked after child

The Role of the Designated Teacher for Looked After Children

Within School Systems:

- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by LAC and understand the need for positive systems of support to overcome them
- to inform members of staff of the general educational needs of LAC, and to promote the involvement of these children in all areas of school life, including extra curricular activities
- to act as an advocate for each LAC
- to develop and monitor systems for liaising with all agencies and parties working to meet the needs of LAC
- to ensure all relevant education and care information is available and kept up to date
- to monitor the educational progress of LAC in order to inform the school's development plan as and when appropriate.
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy

Work with Individual Looked After Children:

- to ensure that each LAC pupil has a Personal Education Plan
- the PEP and subsequent reviews will be initiated by the young person's social worker and or Designated Teacher from the REACH Team
- to ensure that school's home-school agreement is signed the LAC's primary carer and also countersigned by their Social Worker.

Liaison:

- To attend and contribute to LAC Care Planning Meetings and subsequent reviews
- To ensure the speedy transfer of information between agencies and individuals.

Training:

- To cascade training to school staff as appropriate.

The role of the LAC Governor

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
- additional educational support
- extra-curricular activities.

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 and wellbeing.

Communication with Other Agencies

School will ensure that copies of all reports e.g. end of year reports, PEPs etc. are forwarded to the young person's Social Worker, Foster Carer or Residential Social Worker.

Assessment, Monitoring and Review Procedures

Each LAC pupil will have a PEP that the school will create in liaison with the REACH Team & Social Worker. 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)
- Developmental needs (short and long term development of skills, knowledge, experiences)

At Orchard Head J I & N School, all staff deal with children in a positive, sensitive and timely manner and where LAC are concerned, this will be especially the case. Particular importance will be placed upon confidentiality.

Staff will be made aware of the pupil's PEP for any issues that have whole school implications.

This policy statement has been drawn up in relation to guidance from the Local Authority REACH Team, Ofsted and DCSF/DFE statutory guidance publications:

'Looked after children: good practice in schools (Ofsted May 2008)'

'The role and responsibilities of the designated teacher for looked after children (DCSF 2009)'

'Improving the attainment of looked after children in primary schools (DFE Nov 2009)'

'Developing quality tuition: effective practice in schools - looked after children (DFE