

**West Earham Infant and Nursery School**  
**The Education Of Looked After Children Policy**

1. Definition

Looked After refers to children for whom the Local Authority is sharing parental responsibility.

2. Children who are “looked after” may be “accommodated” “in care” or “remanded/detained” as follows.

- a. **Accommodated (Section 20);** this is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.
- b. **In Care;** a child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.
- c. **Remanded/detained;** a child can be remanded or detained as in the following:- an emergency protection order, removed by police using their powers of protection, remanded by a court following criminal charges, a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Governor Responsible – Keith Cogdell

Designated Teacher – Sarah Mardell

3. Looked After Children may (or may not) have some or all the following issues:- low self esteem, poor education standards due to time out of school, delayed social/emotional/ cognitive development, be bullied or bully others, be prone to mental health issues, be isolated with few friends, have behaviour issues, poor attachments to others, have a need to be very private. This makes them an extremely vulnerable group in terms of education and future life- chances.

4. We are committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively.

5. **Responsibility of the Governing Body**

- a. Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children: The Education (Admission of Looked After Children England) Regulations 2006. Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- b. Ensure that the school has an overview of the needs and progress of Looked After Children.
- c. Allocate resources to meet the needs of Looked After Children.
- d. Ensure the school’s other policies and procedures support their needs.
- e. Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- f. Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- g. Receive a termly report setting out: the number of looked-after children on the school’s roll (if any) and their attendance, as a discrete group, compared to other pupils, their Teacher Assessment, as a discrete group, compared to other children, the number of fixed term and permanent exclusions (if any), the destinations of children who leave the school, the information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the children concerned.

6. **Responsibility of the Headteacher**

Identify a Designated Teacher for Looked After Children, whose role is set out below.

- a. Ensure that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- b. Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is below expectations.
- c. Report on the progress, attendance and conduct of Looked After Children to all parties involved.
- d. Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

#### **7. The role of the Designated Teacher**

- a. Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker and arrangements are put in place to ensure their needs identified and met.
- b. Ensure basic equipment and resources are provided as appropriate including uniform requirements if needed.
- c. Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people/agencies, including the Virtual School.
- d. Maintain an up-to-date record of the Looked After Children in school, including those in the care of other authorities and ensure all necessary information is passed to other staff as required
- e. Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- f. Track academic progress and target support appropriately
- g. Co-ordinate any support for the Looked After Children that is necessary within school, liaising with teaching and non-teaching staff , including the person responsible for Child Protection as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage LACs may face.
- h. Establish and maintain regular contact with home, statutory and voluntary agencies.
- i. Ensure confidentiality for individual children, sharing personal information on a need to know basis.
- j. Promote inclusion in all areas of school life and encourage Looked After Children to join in extracurricular activities and out of school learning.
- k. Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- l. Set up meetings with relevant parties where the child is experiencing difficulties in school or is at risk of exclusion.
- m. Ensure the rapid transfer of information between individuals, agencies and if the child changes school – to a new school.
- n. Be pro-active in supporting transition and planning when moving to a new phase in education.
- o. Ensure that attendance is monitored.
- p. Attend training as required to keep fully informed of latest developments of Looked After Children.

#### **8. The responsibility of all staff**

- a. Have high aspirations for the educational and personal achievement of Looked After Children.as for all children
- b. Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- c. Respond promptly to the Designated Teacher's requests for information.
- d. Work to enable Looked After Children to achieve stability and success within school.
- e. Promote the self-esteem of all Looked After Children.
- f. Have an understanding of the key issues that affect the learning of Looked After Children.

## **9. Record keeping and information sharing**

- a. The Designated Teacher will keep an up-to-date record of Looked After Children and Young People in school and will ensure that relevant information is made known to appropriate staff.
- b. A Personal Education Plan will be initiated within 20 school days of the Looked After Child or Young Person starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the Looked After Child. The Personal Education Plan will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.
- c. Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.
- d. It is vital that the Looked After Child is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

## **10. Exclusions**

- a. West Earlham Infant and Nursery School recognises that Looked After Children are particularly vulnerable to exclusions.
- b. Where a Looked After Child is at risk of exclusion the school will try every practical means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion.
- c. The Personal Education Plan will reflect strategies to support the child. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.
- d. Please refer to the school's Behaviour Policy for more information.

## **11. Staff development and training**

- a. Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of Looked After Children.
- b. Other staff will receive relevant training and support to enable them to work sympathetically and productively with Looked After Children, including those who are underachieving or at risk of underachieving or who have additional needs. These may include English and an additional Language, or having learning or physical needs. Teachers with responsibility for Special Educational Needs provision will be informed of those Looked After Children who have particular learning needs and will work with them appropriately.

## **12. Home-school liaison**

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable Looked After Children to achieve their potential.

## **13. Admission arrangements**

We recognise that due to care arrangements Looked After Child may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle. The school recognises that Looked After children are an 'excepted group' and will prioritise Looked After Children in the school's over subscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006).

## **14. Links with other agencies**

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the Looked After Child including Social Care teams; Educational Psychologist; Health Services ,CAMHS.

**Approval**

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy will be adopted in **January 2019**. The date of the next formal review will be **January 2022** and every year thereafter, unless statutory legislation changes.

Policy approved by the Head Teacher of West Earlham Infant and Nursery School.