



PLAYLEARNACHIEVETOGETHER

Policy:

Looked After Children Policy

Approved by the governing body on.....

Play together, learn together, achieve together.

Springvale Primary School

Policy for the Education of Looked After Children

September 2020



A. Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

B. Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

C. Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D. Context of Looked After Children (LAC)

Nationally, LAC significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that LAC are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with the Every Child Matters agenda and the school's ethos.

E. Statutory Guidance

This policy takes account of:

- The Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).
- Keeping Children Safe in Education (September 2019)

Springvale Primary School's approach to supporting the educational achievement of LAC is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

F. Aims and support for LAC children

As for all our pupils, Springvale Primary School is committed to helping every LAC to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their attendance and achievement.

The Governing Body of Springvale Primary School is committed to providing quality education for all pupils and will:

- Ensure a Designated Teacher for LAC is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every LAC, in line with the local authorities guidance on Personal Education Plans.
- Identify a governor as Designated Governor for LAC. (C Throssell as at September 2020)

This policy links with a number of other school policies and it is important that Governors have regard to the needs of LAC when reviewing them:

- Oversubscription criteria (see BMBC Admission criteria).
- The School Code of Conduct.
- Behaviour Policy.
- Discipline Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Child Protection Policy.
- Special Educational Needs Policy.

The school will champion the needs of LAC, raising awareness and challenging negative stereotypes about them in order to ensure that they achieve to the highest level of engagement and achievement possible.

G.Roles and responsibilities of staff and governors with regard to LAC.

Responsibility of the Headteacher

- Identify a Designated Teacher for LAC (Mrs R Fearn), whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of LAC. OFSTED now select a sample of LAC, tracking their progress/attainment and the impact of any support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Role of the Designated Teacher

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen [who] should be an advocate for LAC, assessing services and support, and ensuring that the school shares and supports high expectations for them.” At Springvale the Designated Teacher will link to the role of SENDCo (Special Education Needs and/or Disabilities Co-ordinator).

Our Designated Teacher will:

- 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
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least one week before the Care Plan reviews.
- Ensure that each LAC 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. Members of staff who take on this role may need to be supported by someone from the school’s pastoral staff. They should also be alerted to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school’s Designated Teacher for Child Protection.
- Track academic progress and target support appropriately
- Co-ordinate any support for the LAC that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage LAC to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of LAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.

- Ensure the prompt and effective transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that approximately 60% of LAC say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's Anti-bullying Policy.
- Ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term.
- Raise awareness in secondary schools that LAC are automatically entitled to an allowance if they go into the sixth form.

Responsibility of staff

All our staff will:

- Have high aspirations for the educational and personal achievement of LAC, as for all pupils.
- Maintain confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable LAC to achieve stability and success within school.
- Promote the self-esteem of all LAC.
- Have an understanding of the key issues that affect the learning of LAC.
- Be aware that 60% of LAC say they are bullied so work to prevent bullying in line with the School's policy.

The headteacher/the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Responsibility of the Governing Body

- Identify a nominated Governor for LAC. (Mrs C Throssell)
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC.
- Ensure the school has an overview of the needs and progress of LAC.
- Allocate resources to meet the needs of LAC.
- Ensure the school's other policies and procedures support their needs.

Procedures:

The Governing Body will adopt the following procedures with regard to LAC :

- Monitor the academic progress of LAC, through pupil progress/group reports
- Ensure that LAC are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school for the child

- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the headteacher, the Designated Teacher and other staff in ensuring that the needs of LAC are recognised and met.