



ST EGWIN'S C.E.
MIDDLE SCHOOL

Children Who Are Looked After Policy

Dated – June 2020

Review date – June 2022

Signed by:	
Head Teacher	N Pullan 
Chair of Governors	P Paterson 
Date Adopted	June 2020
Date of Review	June 2022

Children who are looked after Policy

Rationale

Schools are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Schools can also provide a source of continuity and “normality” for children who may have been subject to emotional distress, abuse, and disruption. School can be the place where children maintain friendships and a place where they feel safe and can be themselves.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this.

Definition

The term “looked after” was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child’s welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part- or full-time basis.

Furthermore, the term “looked after”, which is widely used in social services is synonymous with the term “in public care”, which has been adopted by the DfES in their publication, “The Education of Young People in Public Care”. The preferred title now for LAC is CLA (Children who are Looked After)

Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting the education of looked after children.

Schools must:

- Ensure there is a designated teacher to advocate for the rights of looked after children
- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

The designated person responsible for Children who are Looked After at St Egwins Church of England Middle School is Ms C Gordon

At St Egwin's Church of England Middle School we will:

- Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place.
- Ensure all children who are looked after have the same opportunities to participate fully in the National Curriculum, extra curricular activities, and enjoy the school experience.
- Ensure discretion when addressing a child's care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family.
- Ensure the designated teacher is provided with regular training, access to Virtual school network meetings and that they cascade this training to school staff as appropriate.
- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- Endeavor to support all looked after children educated in this school to achieve to their fullest possible academic potential.

Roles and Responsibilities : The Designated Teacher will have responsibility for ensuring that all children who are looked after have equal access to all learning opportunities in line with their peers. The Head Teacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

The Safeguarding Governor should be satisfied that:

- the school has a coherent policy for children who are looked after
- the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DH/DfES guidelines
- the designated teacher has received appropriate training
- looked after children have equal access to all areas of the curriculum
- the Governing body receives an annual report for CLA and PCLA

The Head Teacher will:

- appoint the designated teacher
- ensure that the designated teacher has received appropriate training
- ensure a report is given to the governing body on an annual basis

The Designated Teacher

The designated teacher will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the school. This includes serving as an advocate for all looked after children in the school.

The designated teacher will help establish and maintain the ethos regarding looked after children of the school by:

- maintaining and respecting confidentiality of all looked after children and ensuring information is shared on a strictly 'need to know' basis
- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- acting as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances

The designated teacher will monitor and record the progress of all children who are looked after. She will:

- have an overview and co-ordinating role for gathering and holding all information regarding children who are looked after
- maintain records regarding all looked after children, including legal status and information regarding who should be contacted regarding matters concerning the child
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern

The designated teacher will facilitate effective communication by:

- building positive home-school relationships between parents / carers
- being proactive and participating in setting goals for the child's PEP
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children
- liaise effectively with Virtual Schools
- serving as the named contact for colleagues in social services and education
- ensuring effective communication between all relevant parties

The designated teacher will monitor each child's achievement and ensure that they have the support they require within school:

- by ensuring each child has a Personal Education Plan
- by requesting support from the SENCO and/or outside agencies, including the Education of children Looked After Service, if a looked after child requires additional academic or behavioural support
- by working closely with the SENCO to ensure all looked after children with special educational needs are being assessed and are getting appropriate resources to support their learning
- by having a strategy for key stage or new school transition
- by ensuring all looked after children are made to feel a part of the school environment

Personal Education Plans

Version 2.1 (May 2021)

Each child will have a Personal Education Plan (PEP), coordinated with the Virtual School. However, the school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this.

The PEP will consider:

- the child's strengths and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- It will also identify targets that will be reviewed during the next PEP meeting.

Use of PP+ and PP funding:

The Designated teacher will use the PEP targets and knowledge of children who are looked after to use PP+ funding to support the young person academically, emotionally and socially. The Designated teacher will also be a champion for PLAC children to ensure they benefit from PP funding.

Admission/Induction Arrangements

Children who are Looked After are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the child will meet with the designated teacher if possible or a Key Stage leader / member of SLT. They will discuss any relevant issues, academic or pastoral, and ensure the child is made to feel comfortable in our school. Records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and child as appropriate. This will provide information to inform the child's new Personal Education Plan, and ensure that communication systems are established early.

In the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances.)

Complaints

If a young person, parent or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the designated teacher, who will try to resolve the situation.

If the issue cannot be resolved, the young person, carer or social worker can submit a formal complaint in writing to the Head teacher. The Head teacher will investigate the complaint and respond within 10 working days.

Any issue that remain unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named governor and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Head teacher's response.

Linked Policies:

- Worcestershire Children First Safeguarding Children Policy (Including Child Protection)- adopted by St Egwins Church of England Middle School

http://www.st-egwins.worcs.sch.uk/application/files/3716/0162/3555/2020_Safeguarding_Children_policy_2020.pdf

- Behaviour Policy

http://www.st-egwins.worcs.sch.uk/application/files/1614/9150/7091/Behaviour_Policy.pdf

- [CSE Policy \(please ask at office for a copy of the policy\)](#)

- Equality Policy

http://www.st-egwins.worcs.sch.uk/application/files/7815/2887/8162/Equality_Policy_V1.pdf

- Special Educational Needs

http://www.st-egwins.worcs.sch.uk/application/files/4214/9156/5034/SEND_Policy.pdf

- Healthy Relationships (SRE)

- http://www.st-gwins.worcs.sch.uk/application/files/7114/9150/7100/SRE_Policy.pdf