

Alderman Peel High School

Looked After Children Policy

Purpose

To promote the educational achievement and welfare of Looked After Children within Alderman Peel High School.

Rationale

Looked After Children (LAC) - are one of the most vulnerable groups in society. The majority of Looked After Children have suffered abuse or neglect and it is nationally recognised that considerable educational underachievement exists when compared to their peers. This can result in poor exam success rates in comparison with the general population with fewer Looked After Children progressing to Higher Education or following progression pathways leading to future economic success and well-being.

Under the Children Act 1989, a child is 'looked after' by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'In Care' refers only to children who are subject to a care order by the Court under Section 31 of the Children Act 1989 - they may live with Foster Carers, in a Children's Home, in a Residential School, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under Section 20 of the Children Act – they may live in foster care, in a children's home or in a residential school.

All these groups are said to be 'Looked After Children' (LAC). They may be looked after by Norfolk Local Authority or may be in the care of another authority but living in Norfolk.

Introduction

Alderman Peel High School aims to promote the educational attainment and achievement and welfare of Looked After Children.

The ***Designated Teacher for Looked After Children is Bal Tawana (Assistant Headteacher).***

The ***Governor with special responsibility for Looked After Children is Carol Creasey.***

The governing body is committed to providing a quality education for all its students based on equality of access, opportunity and outcomes. This policy includes requirements set out in "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" (November 2005) and associated guidance on the education of Looked After Children.

As corporate parents this school believes in the principles of good parenting by:

- giving priority to education
- listening to children
- providing stability and continuity
- taking corporate responsibility
- promoting inclusion
- raising standards
- intervening early
- celebrating success

Aims

The aims of the school are to:

- ensure that school policies and procedures are followed for Looked After Children as for all children
- ensure that all Looked After Children have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that Looked After students take as full a part as possible in school activities
- ensure that carers and social workers of Looked After students are kept fully informed of their child's progress and attainment
- ensure that Looked After students are involved, where practicable, in decisions affecting their future provision.

Admissions

The Governing Body endorses the Norfolk County Council Policy for the admission of Looked After Children. Due to changes in care placements, Looked After Children may enter school at any time in the term. This school believes that it is vital that we give each Looked After

Child a positive welcome and full support for their induction to help them settle and be part of our learning community.

Inclusion

This policy recognises that all students are entitled to a balanced, broadly based curriculum. Our LAC Policy reinforces the need for teaching and learning that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all Looked After students.

Allocation of Resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy. We will work in partnership with Norfolk County Council who have responsibility for Looked After Children and other Local Authorities, to ensure that Looked After Children receive the full range of support to which they are entitled to enable them to make progress and achieve.

Monitoring the progress of Looked After Children

This school assesses each Looked After student's attainment on entry to ensure continuity of learning. The social worker for the Looked After Child initiates a Personal Education Plan – PEP - within **20 days** of the student joining the school, or of entering care, and ensures that the young person is actively involved. Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, Carer (or other Virtual School, where the child is from another Local Authority) and other agencies.

Record Keeping

The Designated Teacher knows all the Looked After Children in school and has access to their relevant contact details including parents, carers, specialist staff, teacher/support worker and social worker. The status of Looked After Children is identified within the school's information systems so that information is readily available to all classroom teachers and relevant associate staff. LAC are identified as a vulnerable group when tracking, monitoring and reporting on attainment and progress.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support a LAC. Part of the Designated Teacher's role is to raise awareness of issues associated with LAC within the school and disseminate information.

Partnership with parents/carers and care workers

We believe in developing strong partnerships with parents/carers and care workers to enable LAC to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

Links with external agencies/organisations

We recognise the important contribution that external support services make in supporting LAC. Colleagues from the following support services may be involved with individual LAC:

- Social care worker/ Community care worker/ Residential child care worker
- Looked After Children in Education Team
- Other Virtual Schools for looked after children from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- Education Welfare Officers
- Youth Offending Service
- External Learning Providers
- Parent Support Advisor

LAC Policy Review and Evaluation

The Designated Teacher for LAC will undertake a thorough review and evaluation of the impact of the Looked After Children policy and practice each year and report to the relevant Governing Body committee.

ROLES AND RESPONSIBILITIES

The Designated Teacher will:

- be an advocate for Looked After Children within school
- be proactive in identifying ways in which the school can raise attainment of Looked After Children
- work in partnership with Norfolk LAC Team, and/or other Virtual Schools for those students who are from other Local Authorities, providing progress data on the progress of Looked After Children
- give regard to the impact of relevant decisions for Looked After Children on both the Looked After Children and the rest of the school community
- know all the Looked After Children in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- attend relevant training about Looked After Children and disseminate information and good practice to other staff

- Influence school policy and practice for Looked After Children
- act as the key liaison professional for other agencies and Carers in relation to Looked After Children, seeking advice from
- ensure that Looked After Children receive a positive welcome on entering school, especially mid-year, and offer additional support wherever possible such as a pre-entry visit to help the new student settle
- ensure that all LAC have an appropriate PEP that is completed when joining the school or of entering care and ensure that the young person contributes to the plan
- arrange and contribute to PEP Review meetings
- keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals
- monitor the targets set out in the PEP
- convene an urgent multi-agency meeting if a Looked After Children is experiencing difficulties or is at risk of exclusion (where possible be present at the re-integration meeting following an exclusion)
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual student
- act as the key adviser for staff and governors on issues relevant to Looked After Children
- ensure a speedy transfer of information, records and coursework, where appropriate, when a Looked After Child transfers to another educational placement
- ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEND.
- will ensure that LAC funding is spent appropriately to support the educational needs of the LAC students

All school staff will:

- positively promote the raising of a Looked After Child's self-esteem.
- have high expectations of the educational and personal achievements of Looked After Children.
- keep the Designated Teacher informed about a Looked After Child's progress.
- ensure any Looked After Children is supported sensitively and that confidentiality is maintained.
- follow school procedures.
- be familiar with the school's policy and guidance on Looked After Children and respond appropriately to requests for information to support PEPs and review meetings.
- liaise with the Designated Teachers where a Looked After Children is experiencing difficulties

- keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher

The Governing Body will:

- ensure that the admission criteria and practice prioritises Looked After Children according to the DFE Admissions Code of Practice
- ensure all governors are fully aware of the legal requirements and guidance for Looked After Children
- ensure there is a Designated Teacher for Looked After Children
- liaise with the Head Teacher, Designated Teacher and all other staff to ensure the needs of Looked After Children are met
- nominate a governor with responsibility for Looked After Children who links with the Designated Teacher
- ensure that the school's policies and procedures give Looked After Children equal access in respect of:
 - ✓ admission to school
 - ✓ National Curriculum and examinations, both academic and vocational
 - ✓ out of school learning and extra-curricular activities
 - ✓ additional educational support
 - ✓ work experience and careers guidance.
 - ✓ annually review the effective implementation of the school policy for Looked After Children.
- In the event of an exclusion, ensure that the Designated Teacher is invited to the exclusion meeting of the Looked After Child.

Link Policies:

- SEND Policy
- Admissions Policy
- Attendance Policy
- Equality and Diversity Policy
- Positive Behaviour Management Policy
- Safeguarding Policy

Policy written by: Bal Tawana

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