



Hoo Primary School and Marlborough Centre

Policy for Children that are Looked After

Adapted from Medway's Model

Education Policy for Looked After Children

(Incorporates policy for previously Looked After Children who have subsequently been adopted or subject to special guardianship)

Policy agreed by Governors

September 2013

Reviewed Annually:

Autumn 2014

Our approach at Hoo St Werburgh Primary School and Marlborough Centre (Hoo) is to supporting the educational achievement of Children that are Looked After Children and those Children who have subsequently been adopted or subject to special guardianship is based on the following principles:

- Understanding the particular needs of each child that is looked after.
- Prioritising education and progression.
- 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.

Implications

The Governing Body is committed to recognising and taking account of the fact that individuals' personal circumstances can affect attitudes and performance and that this is particularly the case for young people who are or who have been in care. As for all pupils, Hoo is committed to helping every Child that is Looked After, and those who have subsequently been adopted or subject to special guardianship, to achieve the highest standards they can. This will include developing aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

We are committed to providing quality education for all pupils and will:

- Ensure Children that are Looked After are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006.
- Ensure a Designated Teacher for Children that are Looked After Children 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 Child that is Looked After, in line with Medway's guidance on Personal Education Plans.
- Identify a governor who is prepared to be trained as Designated Governor for Looked After Children.

Links to other policies and documents

This policy links with a number of other school policies and documents. The Governors and Senior Leaders at Hoo have regard to the needs of Children that are Looked After when reviewing them.

The school will champion the needs of Children that are Looked After, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

Monitoring Arrangements

The governing body will:

- Monitor the academic progress of Children that are Looked After as part of their vulnerable group tracking.
- Ensure that Children that are Looked After 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. This will be achieved by ensuring the school implements policies and procedures to ensure Children that are Looked After achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort. Ensure that the school has a suitably qualified Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support and challenge the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Children that are Looked After are recognised and met.
- Receive a report once a year setting out:
 1. The number of looked-after pupils on the school's roll (if any).
 2. Their attendance, as a discrete group, compared to other pupils.
 3. Their end of year attainment, levels, grades, GCSE results, and other qualifications achieved, as a discrete group, compared to other pupils.
 4. The number of fixed term and permanent exclusions (if any) for LAC pupils.
 5. The destinations of LAC pupils who leave the school.
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

RESPONSIBILITY OF THE HEADTEACHER

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Children that are Looked After and take action where progress, conduct or attendance is below expectations.
- Ensure that appropriate and effective actions are taken to close any gaps in the attainment of Looked after Pupils and that their outcomes are in line with those of their peers.
- Report on the progress, attendance and conduct of Children that are Looked After.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Ensure that the adoptive parents or guardians of previously Looked After Children has ready access to an identified member of staff of similar standing as the Designated Teacher for Children that are Looked After.

RESPONSIBILITY OF THE GOVERNING BODY

- Consider a nominated Governor Champion for Children that are Looked After.
- Appoint a suitably qualified Designated Teacher for Children that are Looked After, 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 the Designated Teacher undertakes appropriate training.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children that are Looked After.
- Ensure the school has an overview of the needs and progress of Children that are Looked After.
- Allocate resources (including Pupil Premium) to meet the needs of Children that are Looked After.
- Ensure the school's other policies and procedures support their needs.

THE 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 Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

The 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 two weeks before the Care Plan reviews.
- Ensure that the focus of Personal Education Plan review meetings is on securing appropriate progress and that the review clearly identifies targets and the support necessary to achieve them.
- Ensure that each Child that is Looked After 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.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Children that are Looked After that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Children that are Looked After 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 Children that are Looked After.
- Recognise that timely intervention is more effective than exclusion and set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.

- Ensure the speedy 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.
- Promote inclusion in all areas of school life.
- Be aware that a high proportion of Children that are Looked After have experienced bullying so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Work in partnership with the Medway Virtual Headteacher and Virtual Headteachers of other authorities.
- Ensure that Personal Education Plans, attendance and attainment data and other requested information are returned to the Virtual Headteacher as requested.
- Be aware of the most recent developments in the education and support of Children that are Looked After and seek any necessary support and guidance from the local authority's Virtual Headteacher.

THE ROLE OF THE IDENTIFIED MEMBER OF STAFF FOR PREVIOUSLY LOOKED AFTER CHILDREN WHO HAVE BEEN ADOPTED OR WHO ARE SUBJECT TO SPECIAL GUARDIANSHIP

If requested by parents or guardians, the identified member of staff will provide additional appropriate support to:

- Ensure a welcome and smooth induction for the child and their parent/guardian.
- Work with parents/guardians and the Medway Adoption and Permanence Team to complete a Personal Education Plan.
- Review the Personal Education Plan at key transitions and when appropriate.
- Track academic progress and target support appropriately
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion
- Ensure the speedy 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.
- Promote inclusion in all areas of school life.

THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of Children that are Looked After, as for all pupils.
- Maintain Children that are Looked After's confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.

- Work to enable Children that are Looked After and other pupils to achieve stability and success within school.
- Promote the self-esteem of Children that are Looked After and all other pupils.
- Have an understanding of the key issues that affect the learning of Children that are Looked After and of previously Looked After Pupils.
- Be aware that a high proportion of Children that are Looked After have experienced bullying so work to prevent bullying in line with the School's policy.