



'Learning for a fuller life...'

Policy for Looked After Children

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Introduction

Our aim is to fully support Looked After Children as inclusively and comprehensively as possible. Taverham VC CE Junior School believes that in partnership with Norfolk County Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children

Designated Teacher for Looked After Children: Mary Wilson

Governor with responsibility for Looked After Children: Josie Rayner-Wells

Rationale:

Looked After Children are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. The majority of children who come into care are there because of abuse or neglect, domestic violence or parents' drug related issues. As a school we recognise that outcomes nationally for Looked After Children fall well below national averages and we understand and support the government agenda to address this disparity.

Aims:

- Prioritising education in a safe and secure environment
- Listening to children
- Targeting support with early intervention
- Providing stability and continuity
- Working in partnership with carers, social workers and other relevant parties to fulfil role of corporate parents

- Promoting health, well being and good attendance
- Raising standards
- Promoting inclusion
- Celebrating success

The governing body of Taverham VC CE Junior School is committed to providing high quality education for all its pupils based on equality of access, opportunity and outcomes. This policy includes requirements set out in "Statutory guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004" (November 2005), the revised guidance under The Children Act 1989, Care Planning, Placement and Case Review (March 2010), the Statutory guidance for governing bodies 2009 and associated guidance on the education of looked after children. We aim to give looked after children within our school the best opportunities and support to be safe and healthy, to achieve in education and their career, and enable them to play an active role in their community.

Above all, as corporate parents we will preface all our thinking, planning, actions and decisions with the question: "Would this be good enough for my child...?"

In pursuit of the aims, the school will ensure that:

- A Designated Teacher for Looked After Children is in place who will act as their advocate and co-ordinate support for them
- School policies and procedures are inclusive of Looked After Children
- All Looked After Children have access to a broad and balanced curriculum and this includes the provision of a differentiated curriculum appropriate to the individual's needs and ability
- Looked After Children take as full a part as possible in all school activities including extra curricular activities
- Carers and social workers and the Virtual School Headteacher for Looked After Children are kept fully informed of their child's progress and attainment, attendance and transition arrangements
- Appropriate and early intervention strategies are put in place when there is concern about a child's lack of progress;
- Looked After Children are involved, where practicable, in decisions affecting their future provision;
- All staff are appropriately trained to support the needs of looked after children

Who are Looked After Children?

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 by the Local Authority under a voluntary agreement with their parents (section 20)
- Children who are the subject of a care order (section 31) or interim care order(section 38)
- Children who are the subject 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 courts 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 or they may be fostered with family members. All these groups are said to be “Looked After Children” – LAC. They may be looked after by our Local Authority or may be in the care of another authority but living in ours.

Roles and responsibilities of the Designated Teacher for Looked After Children

- To know the Looked After Children in school and act as an advocate for them
- Attend relevant training
- Liaise with social workers to ensure that Electronic Personal Education Plans (ePEPs) are completed in a timely manner and effective targets are implemented and measured
- Use ‘Welfare Call’ to complete and submit documentation and to communicate re. LAC pupils.
- Co-ordinate support for Looked After Children in school and liaise with other professionals where necessary e.g. Educational Psychologists, CAMHS, Health etc.
- Ensure that Looked After Children have a voice within their PEP and LAC reviews either by speaking to the child before the meeting and/or inviting them to attend
- Ensure that Looked After Children have a smooth transition between year groups and schools, including prompt transfer of information
- Promote a culture of high aspirations and expectations for Looked After Children
- Ensure that staff receive relevant training to enable them to meet the needs of Looked After Children
- Provide opportunities and prioritising the representation of Looked After Children in after school activities and other opportunities for pupil voice e.g. School Council
- Liaise with the Virtual School in all aspects of Looked after Children progress and support
- To ensure that all records for Looked After Children including an accurate indication of their status on the school’s information system are kept up to date and that this is stored securely
- Arrange for a key worker for Looked After Children who they can talk to
- Provide an annual report to the Governing Body using an agreed template
- Promote good home school links with Carers and school

For further details on the roles and responsibilities of Designated Teachers, please see: The roles and responsibilities of the designated teacher for looked after children – Statutory guidance for school Governing Bodies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

Roles and responsibilities of the Governing Body

- Support the Local Authority in its statutory duty to promote the educational achievement of Looked After Children
- Ensure that there is a named Designated Teacher in school
- In partnership with the Headteacher, ensure that the Designated teacher is given the appropriate level of support to fulfil the role, including the opportunity to acquire the necessary skills and training to respond to specific needs of Looked After Children
- Designate a Lead Governor who links with the Designated Teacher to provide feedback on relevant reports
- Monitor the progress of Looked After Children as a specific group
- Support the Headteacher and Designated teacher to ensure that the needs of Looked After Children are met and that appropriate training for all staff is provided

Review and Evaluation of this Policy

This policy will be reviewed annually by Key Stakeholders and a report will be submitted to Governors evaluating its implementation and practice (annual report)

Date: 20/11/17

Review date: November 18