

Poringland Primary School and Nursery

'Looked After Children' Policy

Date of Policy: Summer 2023

Review Date: Summer 2024

Members of staff responsible: LAC Co-ordinator

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1 Definitions

- 1.1 The term 'in care' refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after' by the local authority.
- 1.2 Accommodated children also include those in receipt of respite care (if it exceeds 20 days in one episode or over 120 days in a year).
- 1.3 It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:
- foster carers;
 - in a children's home;
 - in a residential school;
 - with relatives;
 - even with parents - under the supervision of Children's Services.
- 1.4 Similarly, an 'accommodated' child can be living:
- in foster care;
 - in a children's home;
 - in a residential school;
 - with parents, although this is unusual.

2 Policy Rationale and Aims

- 2.1 We believe that all children have a right to receive an education commensurate with their individual needs. We aim to present the curriculum through an interesting and challenging programme of work, and endeavour to encourage our pupils to develop cooperation, self-discipline and perseverance. We strive to promote the enjoyment of education for all children.

With this end in mind, this policy seeks to clarify how we will safeguard and promote the education of Looked After Children in our school.

- 2.2 In pursuit of this policy we will:
- nominate a Designated Teacher for Looked After Children who will act as their advocate and co-ordinate support for them;
 - nominate a school governor to ensure that the needs of Looked After Children are taken into account at school management level and to support the designated teacher.

3 The Role of the Designated Teacher

3.1 The Designated Teacher will:

- be an advocate for Looked After Children;
- ensure that the school maintains an up to date record of all Looked After Children on roll, to include the following information:
 - status (i.e. care order or accommodated);
 - type of placement (i.e. foster, respite, residential);
 - name of Social Worker, area office, telephone number;
 - daily contact and numbers e.g. name of parent/ carer or key worker;
 - SEN Code of Practice – School Action/ School Action Plus where appropriate;
 - Child Protection information when appropriate;
 - baseline information and all test results;
 - attendance figures;
 - exclusions.
- ensure a smooth and welcoming induction for the child and carer (and parent(s) where possible). Note any specific requirements, including care status;
- ensure that a Personal Education Plan (PEP) is completed *within 14 days of joining the school or of entering care*. This should be prepared with the child and the carer (and parent(s) if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any other relevant plans, such as an Individual Educational Plan, Pastoral Support Plan and Individual Behaviour Plan. The PEP should inform and be reviewed;
- ensure that each Looked After Child has an identified member of staff that they can talk to;
- ensure entry to examinations for all Looked After Children;
- actively encourage and promote out of hours learning and extra curricular activities for Looked After Children;
- co-ordinate support for the child in the school and act as the key liaison professional with other agencies, individuals and carers when appropriate;
- attend relevant training and ensure staff and governors receive the same;
- ensure confidentiality on individual children sharing confidential/personal information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- seek urgent multi professional meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded;
- provide regular reports to the Governing Body regarding Looked After Children in the school and relevant policy and practice development;
- ensure speedy transfer of information when a Looked After Child transfers into another educational placement.

4 The Role of the Governing Body

4.1 Our Governing Body is responsible for ensuring the safeguarding and educational development of Looked After Children in this school and providing feedback to the full governing body.

4.2 Our Governing Body ensures that:

- there is a named Designated Teacher for Looked After Children;
- regular reports are received from the Designated Teacher which include
 - the number of Looked After Children on roll and the confirmation that they have a Personal Education Plan;

- o their attendance, compared to other pupils;
- o their attainment compared to other pupils;
- o the number of fixed term and permanent exclusions (if any);
- o a governor is nominated to liaise with and support the Designated Teacher as appropriate;
- o admission criteria prioritises Looked After Children, according to the Code of Practice on Admissions;
- o the governing body are aware of the legal requirements and Guidance for Looked After Children;
- o for child protection and confidentiality reasons, information will be collected and reported in ways that preserve the anonymity, and respects the confidentiality of pupils concerned;
- o this policy is reviewed annually and its effectiveness considered;
- o the school's other policies and procedures give appropriate consideration to and equality for Looked After Children.

5 The Role of the Whole School Staff

5.1 All our staff will:

- have high expectations of the educational and personal achievements of Looked After Children;
- positively promote the raising of a Looked After Child's self esteem;
- ensure any Looked After Child is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on Looked After Children, and respond appropriately to requests for information to support PEPs and review meetings;
- respond positively to the request to be a Looked After Child's named person;
- liaise with the Designated Teacher where a Looked After Child is experiencing difficulties;
- contribute to regular liaison with social care colleagues and other appropriate professionals;
- keep appropriate records, confidentially as necessary, and make these available to other professionals as appropriate.

6 Academic Year

6.1 For academic year 2022-23 the following designated personnel are in post:

Designated Teacher: Peter Dean

Named Governor: Becky Anderson

Responsible Governing Committee: Full Governing Body

7 Associated Policies

7.1 The policy should be read in conjunction with the following school policies and procedures:

- Administration of Medication Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour & Discipline Policy

- Confidentiality Policy
- Curriculum Policy
- Early Years Foundation Stage Policy
- Health & Safety Policy
- Internet Policy
- Safeguarding & Child Protection Policy
- School Visits Policy
- Single Equality Scheme
- Special Educational Needs Policy
- Teaching & Learning Policy
- Whistle-blowing Policy

8 Policy Review

8.1 This policy will be reviewed annually.