



# **Looked After Children Policy**

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## **1. Aims**

To promote the educational achievement and welfare of Children Looked After

## **2. The Name of the Designated Teacher for Looked After Children**

Amelia Harding
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## **3. The Role of the Designated Teacher for Looked After Children**

### 3.1 Within School Systems:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children Looked After and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Children Looked After, and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils etc.
- To act as an advocate for Children Looked After;
- To develop and monitor systems for liaising with carers, Children's Services and the Virtual School.
- To hold a supervisory brief for all Children Looked After e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of Children Looked After in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy; and

### 3.2 With Individual Children:

- To enable the child to make a contribution to the educational aspects of their care plan;
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker);

### 3.3 Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To help coordinate education and Children Looked After review meetings, so that the Personal Education Plan can inform the child's Care Plan;

- To attend, arrange for someone else to attend, or to contribute in other ways to Children Looked After care planning meetings;
- To be the named contact for colleagues in Children's Services and the Virtual School; and
- To ensure the speedy transfer of information between agencies and individuals.

#### 3.4 Training:

- To develop knowledge of Children's Services and the Virtual School's procedures by attending training events organised by the Local Authority; and
- To cascade training to school staff as appropriate

### **4. The name of a Governor with responsibility for Looked After Children**

Angie Baldwin
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### **5. The Role of the Designated Governor for Looked After Children**

5.1 The named governor will report to the Governing Body on an annual basis:

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions; and
- pupil destinations
- the impact of the Pupil Premium.

5.2 The named governor should be satisfied that the school's policies and procedures ensure that pupils looked-after have equal access to:

- the national curriculum;
- public examinations;
- careers guidance;
- additional educational support;
- extra-curricular activities; and
- work experience.

### **6. Responsibility for Looked After Children in school**

6.1 It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Children Looked After.

6.2 It is appropriate for Learning Support Assistants to have knowledge that the young person is being looked-after only when directly involved in the teaching of the young person.

6.3 In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

## **7. Admission Arrangements**

7.1 On admission, records (including the P.E.P.) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate school induction will take place.

## **8. Involving the Young Person**

8.1 It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

## **9. Communication with Other Agencies**

9.1 Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer and the Virtual School.

9.2 Children's Social Care, the Virtual School and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

## **10. Assessment, Monitoring and Review Procedures**

10.1 Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. Statutory attendance at PR The child should be involved in This will identify specific areas of concern and include achievable targets. It will also identify how the Pupil Premium will be used and its impact. The PEP needs to be completed/ updated within two working weeks of the child starting at our school. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Homework;
- Involvement in Extra Curricular Activities;
- Special needs (if any);

- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).

10.2 The PEP will be updated termly.

10.3 The named governor will report annually to the Governing Body in conjunction with the Designated Teacher on the progress of all Children Looked After using the Virtual School Annual Report template.