



HALL GREEN SCHOOL

LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN POLICY November 2020

Adopted:	18 November 2020
Next Review:	18 November 2022
Governing Committee:	Full Governing Body
Responsibility:	Mr D Adams - Headteacher Mrs M Shellis - Chair of Governing Body

Contents

1. Statement of Intent
2. Legal Framework
3. Definitions
4. Personal Education Plans (PEP)
5. Responsibilities of the Designated Teacher
6. Staff Responsibilities
7. Governors' Responsibilities

1. Statement of Intent

Educational achievement and subsequent life chances for looked after and previously looked after children are of real concern. Children and young people who are looked after or previously looked after require special treatment and positive discrimination in their favour in order to improve their situation.

Hall Green School endeavours to provide positive experiences and offer stability, safety, continuity and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach the highest standards of which they are capable and to make good progress from what they are currently already able to do
- Ensure that pupils enjoy high quality teaching and are enjoying a curriculum which meets their needs and the requirements of legislation
- Plan realistically and using the school's resources efficiently in order to ensure the school meets the needs of the children
- Promote a positive approach in all aspects of school life
- Help pupils develop their cultural, moral and social understanding
- Support our looked after children and previously looked after children and give them access to every opportunity to achieve their true potential and enjoy learning.

2. Legal Framework

This policy has due regard to legislation including, but not limited to, the following:

- The Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- The Children (Leaving Care) Act 2000
- The Children and Young Persons Act 2008
- The Children and Families Act 2014.

This policy will be implemented in conjunction with the policies listed below:

- Admissions Policy
- Code of Conduct
- Behaviour Policy
- Home School Agreement
- Anti-bullying Policy
- Equality and Diversity Policy
- Child Protection Policy
- Special Educational Needs Policy.

3. Definitions

Looked after children are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.

This definition applies to children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

If a child is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as looked after, since the LA has parental responsibility.

Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents, are regarded as looked after.

Previously looked after children are those who are no longer looked after by the local authority because they are the subject of an adoption, special guardianship or child arrangements order.

4. Personal Education Plans (PEPs)

Every looked after child must have a personal education plan (PEP), which is used to support the child in fulfilling their educational potential.

The PEP is an evolving record of what needs to happen for the child to enable them to make their expected progress.

The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.

The PEP will include access to nursery provision that is appropriate to the child's age.

On-going, catch-up support will be made available for children who have fallen behind with work.

If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.

Support will be provided to help the child meet their aspirations, including:

- Support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
- Careers advice, guidance and financial information about further education, training and employment.

The PEP will include extended services such as after school clubs, study support and leisure interests.

Support will be provided for improving attendance and behaviour.

5. The Role of the Designated Teacher

Under the Children and Young Persons Act 2008, all maintained schools are required to have a designated teacher for looked after children.

The primary duty of the designated teacher is to promote the educational achievement of looked after and previously looked after children at the school.

It is the responsibility of the governing body to ensure the designated teacher has received adequate training for the role and is given the necessary time to carry out their role effectively

The designated teacher must submit an annual report to the governing body, which details the progress of looked after children.

The designated teacher will:

- Be an advocate for any looked after and previously looked after children in the school
- Maintain an up to date record for any looked after or previously looked after children who are on the school roll
- Ensure that there is a Personal Education Plan for each looked after child to include appropriate targets
- Ensure that someone attends LAC Reviews or submits a written report for the reviews
- Liaise with the Virtual School with regard to the performance, attendance and attainment of Looked After Children
- Provide the Virtual School with regular updates on attainment and progress by recording this in the child's PEP
- Ensure that when the child transfers school, all relevant information is forwarded to the receiving school/college as a matter of priority
- Ensure that systems are in place to identify and prioritise when looked after or previously looked after children are underachieving and have early interventions to improve this in line with existing school policy including one to one tuition
- Ensure that systems are in place to keep staff up to date and informed about looked after or previously looked after children where and when appropriate.
- Ensure that looked after or previously looked after children, along with all children are listened to and have equal opportunity to pastoral support in school
- Ensure that they keep the school up to date with current legislation and its implications for the school in respect of looked after or previously looked after children
- Report to the Governing Body annually on the academic performance; attendance and exclusions of the looked after or previously looked after children who are on the school roll
- Ensure that the school evaluates the performance data for all looked after or previously looked after children.

6. All Staff will:

- Be aware of looked after or previously looked after children in their classes and provide them with support and encouragement
- Have high aspirations and celebrate the educational and personal achievement of looked after or previously looked after children
- Preserve confidentiality and show sensitivity and understanding
- Be familiar with the Guidance on looked after or previously looked after children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- Liaise with the Designated Teacher where looked after or previously looked after children are experiencing difficulties.

7. All Governors will:

- Ensure that the admissions criteria prioritise looked after or previously looked after children, according to the Code of Practice on Admissions
- Ensure they are fully aware of the legal requirements and Guidance for looked after or previously looked after children;
- Ensure that there is a named Designated Teacher for looked after or previously looked after children
- Nominate a governor who links with the Designated Teacher and provides feedback to the governing body
- For child protection and confidentiality reasons, ensure that information will be in ways that preserve confidentiality of the pupils concerned
- Review the effective implementation of this policy every two years.