



## BRIZE NORTON PRIMARY SCHOOL



### Education of Looked-After Children Policy

Review Date Planned	Review Date	Date adopted by Governing Body
	May 2019	16th May 2019
May 2022		

**We believe that all looked after children should have equitable access to excellent educational provision and be able to achieve at a similar level to all children.**

We recognise that nationally there is considerable educational underachievement of children in residential and foster care, when compared with their peers.

All staff and governors are committed to ensuring improved educational life chances for looked after children by ensuring that:

#### **Advocacy**

- Staff are aware that being or becoming 'looked after' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given
- Designated Teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Headteacher
- The Performance and Learning Committee assists the work of the school in supporting its looked after children as a part of a larger group of vulnerable children

#### **Documentation and Monitoring of Progress**

- We contribute to the process whereby all looked after children have a high quality Personal Educational Plan (PEP) in place within 20 days of starting at our school or becoming looked after. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (Pupil Profile, ISP, EHCP)
- The young person's views will be sought by the Designated Teacher and noted on the PEP
- If appropriate the young person will attend the PEP
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff in order that the young person has the opportunity to achieve his or her targets
- We will assess each young person's attainment either on entry to the school or on becoming looked after to ensure continuity of learning
- The school will monitor and track the achievement and attainment of all pupils at regular intervals
- The Designated Teacher will know all the LAC in school and will have access to their relevant contact details including parents, carers and social worker
- The Designated Teacher will also know about any LAC from other authorities

- It is important that the school flags LAC status appropriately in the school's information systems so that information is readily available as required

### **Joined Up Working**

- We will send representatives to any review held for the child where appropriate
- We will send reports to any review held for the child
- We will forward appropriate documents, in a timely fashion, to any receiving school at the point of transition
- We take a proactive approach in co-operating with and supporting the relevant Local Authority with regard to the education of our looked after children
- At school, we firmly believe in developing a strong partnership with carers and caseworkers to enable LAC to achieve their full potential
- We ensure that carers and social workers are kept fully informed of their child's progress and attainment

### **Training**

- We will attend Local Authority training regarding the roles and responsibilities involved in the education of looked after children
- The Headteacher, Designated Teacher and / or Inclusion Officer will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy

### **Admissions**

- Our admissions policy gives priority to LAC in the case of over-subscription
- Due to care placement changes, LAC may enter school mid-term. It is vital that we give them a positive welcome. If necessary we may offer additional support and pre-entry visits to help them settle
- Where an application is received for a place for an unaccompanied asylum seeking child, the school will give due attention to the agreed protocol ensuring that these vulnerable young people are swiftly admitted and integrated into school

### **Inclusion**

- This policy recognises that all pupils are entitled to a balanced and broadly based curriculum
- Our LAC policy reinforces the need for teaching that is fully inclusive.
- The Governing Body will ensure the school makes appropriate provision for all LAC pupils
- We encourage each looked after child to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning
- In the few instances where we review whether a child is appropriately placed in the school we will:
  - Contact the LA social inclusion officer and, if appropriate, the SEN Officer to discuss appropriate alternative arrangements
  - Involve the child, the social worker and the carer at all stages of decision making

### **Allocation of Resources**

- The Governing Body will ensure that the school allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy

### *Looked After Children say...*

"I would like to have a say as to whether I move school or not."

"Money should not be the most important thing when deciding if I should move schools."

"I would really like to have a chance to visit the school before I start."

"I would like my school work and achievements to be passed on to my new school and not forgotten about."

"I would have liked a buddy or peer mentor when I moved to my new school to help me get settled."

"We want to be treated as normal. We don't want to be pitied or treated differently."

"I'd like to be able to choose a particular teacher to talk to – not just the designated teacher."

"I want to keep my life private. I don't want people knowing everything about me unless I say so."

"I don't want my teachers hearing embarrassing/personal details about me and my family at review meetings."

"I want my own copy of school reports and I want my parents to have a copy."

### ***Roles and responsibilities***

Looked After Children – LAC - 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.

For example, they may experience:

- A high level of disruption and change in school placements
- Lack of involvement in extra curricular activities
- Inconsistent or no attention paid to homework

This may result in:

1. Poor exam success rates in comparison with the general population
2. Underachievement in further and higher education

These issues may also affect adopted young people.

### ***The Designated Teacher will:***

- Be an advocate for LAC within school
- Be familiar with the statutory guidance on the role of the designated teacher
- Give regard to the impact of relevant decisions for LAC on both the LAC and the rest of the school community
- Know all the LAC in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about LAC
- Act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from the LAC team when appropriate
- Ensure that LAC receive a positive welcome on entering school, especially mid year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle
- Ensure that all LAC have an appropriate PEP that is completed within 20 days of joining the school or of entering care (see guidance on PEPs) and ensure that the young person contributes to the plan

- Ensure that all data on LAC is made available for meetings between the Headteacher, governors and the school improvement partner
- Keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals
- Convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to LAC
- Ensure that care and school liaison is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extra curricular activities for LAC
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a LAC transfers to another educational placement
- Contribute information to LAC reviews when required
- Report to the Governing body on LAC in the school and inform of relevant policy and practice development
- Agree with the social worker the appropriate people to invite to parents' evenings etc
- Prepare reports for Governors' meetings to include:
  - The number of LAC on roll and the confirmation that they have a Personal Education Plan – PEP
  - Their attendance compared to other pupils
  - Their attainment (SATs/GCSEs) compared to other pupils
  - The number, if any, of fixed term and permanent exclusions
  - The destinations of pupils who leave the school
- Attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of LAC
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN. LAC are six to eight times more likely to have an EHCP than the general school population

***Good practice suggests that all school staff will:***

- Follow school procedures
- Keep the Designated Teacher informed about a LAC's progress
- Have high expectations of the educational and personal achievements of LAC
- Positively promote the raising of a LAC's self esteem
- Ensure any LAC is supported sensitively and that confidentiality is maintained
- Be familiar with the school's policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the Designated Teachers where a LAC is experiencing difficulties
- Give only official exclusions and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful of the difficulties this may create in the care placement
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times

- Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/ carers/ pupil as appropriate

***Good practice suggests that the Governing Body will:***

- Ensure that the admission criteria and practice prioritises LAC
- Ensure all governors are fully aware of the legal requirements and guidance for LAC
- Ensure there is a Designated Teacher for LAC
- Liaise with the Headteacher, Designated Teacher and all other staff to ensure the needs of LAC are met
- Nominate a governor with responsibility for LAC who links with the Designated Teacher
- Receive regular reports from the Designated Teacher
- Ensure that the school's policies and procedures give LAC equal access in respect of:
  - Admission to school
    - National Curriculum and examinations, both academic and vocational
    - out of school learning and extra curricular activities
    - Work experience and careers guidance
- Annually review the effective implementation of the school policy for LAC
- Ensure that the Designated Teacher is invited to the exclusion meetings for LAC

***The Local Authority will:***

- Lead the drive to improve educational and social care standards for LAC
- Ensure that the education for this group is as good as that provided for every other Oxfordshire pupil
- Ensure that LAC receive a full time education in a mainstream setting wherever possible
- Ensure that every LAC has a school to go to within 20 days of coming into care or of coming to Oxfordshire from another authority
- Make sure that each LAC has a PEP according to national guidance
- Ensure that every school has a Designated Teacher for LAC and that these teachers receive appropriate information, support and training
- Provide alternative educational provision where appropriate
- Ensure that appropriate support is provided whenever possible
- Work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1, 2 and 4 and at any mid-phase transfer
- Be vigilant and proactive in identifying the special educational needs of LAC and work collaboratively with other services and agencies to meet those needs