

Education of Looked After Children Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy

Version:	0.6
Date created:	April 21
Author:	R Mulla
Approved by:	Principal
Date:	April 21
Review date:	April 22

Revision History:

Version	Date	Author	Summary of Changes:
0.1	April 2015	NHPS	
0.2	31.10.16	JH	To reflect change to Academy status
0.3	06.11.17	JH/EM	Policy number removed
0.4	Oct 18	JH	Updated to reflect Trust name change Substantially amended text, to include "Governing Body and Teachers" and a new format. The name of the Designated Teacher & Principal have been removed.
0.5	April 20	RM	Policy review due
0.6	April 2021	RM	Policy review due

Policy for the Education of Looked After Children

The governing body and teachers of North Mead Primary Academy are committed to providing quality education for all its pupils and recognises that nationally there is considerable educational underachievement of looked after children when compared with their peers. The Children Act places a duty to safeguard looked after children to promote their educational achievements and to ensure that they are able “to achieve and reach their full potential”. This governing body and teachers in this school are committed to implementing the principles and practice, as outlined in The Children Act and in current DfE guidance. The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out the following key principles:

Prioritising education

Having high expectations

Ensuring inclusion –changing and challenging attitudes

Achieving continuity and stability

Ensuring early intervention –priority action

Listening to children

1. As Governors and teachers we aim to:

- make a real difference in helping to provide the best possible education for looked after children
- seek to meet the specific needs of our looked after children giving them professional help, encouragement and support, so that they find our school a welcoming and friendly place.
- be fully inclusive and challenge negative views and stereotypes.
- work closely with foster carers and key workers on how to assist the child’s learning and enhance educational opportunities.

2. We recognise our responsibilities as governors and teachers and will actively support the local authority in undertaking its statutory responsibility, under section 52 of the Children Act 2004.

3. We will ensure that the needs of looked after children are prioritised at the improvement planning and policy level through to monitoring and evaluation of the outcomes.

4. As a governing body we will ensure that the admission criteria (if appropriate) prioritises looked after children according to the Code of Practice on admissions.

5. As a governing body we will look closely at the progress that looked after children are making in our school and identify if there are barriers to their next steps of learning and progress. We will nominate a governor who can link with our appointed designated teacher and provide feedback to the governing body.

6. We will ensure that an annual report on the progress and performance of looked after children is presented to the full governing body by our designated teacher during the autumn term of each academic year as a standing agenda item. The report will inform on the following key aspects of provision:

- The number of looked after children on roll
- Attendance statistics for any authorised and unauthorised absence
- The frequency, circumstance and reasons for any recorded exclusion
- How they are performing in core subjects, their progress and any value added measure when compared against initial baseline assessment and their attainment in relation to national age-related expectations, where appropriate
- The frequency of them taking part in extracurricular activities
- The attainment relative to the targets set in core and foundation subject
- The provision arrangements for additional support, including 1:1 tuition and any externally work provided in the care home
- The quality and updating of the educational targets recorded in the ePEP.

7. We will require our designated teacher to undertake the recommendations set down in the statutory guidance entitled: The Role and Responsibilities of the Designated Teacher for Looked After Children 2009.

In this context the Designated Teacher will:

- Be an advocate for the looked after children attending this school
- Provide carefully planned support to help a looked after child settle into the school and ensure the looked after child feels safe, knows who to trust and who to go to if they feel the need for support
- Become the central point of contact at this school for all professionals and agencies working with and supporting the individual looked after children we have on roll.
- Attend relevant training and cascade information for staff development and updating regarding the needs and education of looked after children
- Take the lead role in the professional assessment and preparation of aspirational educational targets to be recorded into the relevant sections of the child's Electronic Personal Education Plan (ePEP) and subsequent reviews. The ePEP should be established within a 20-school working day period for any looked after child starting on roll and is to include the gradual addition and updating of further information over time e.g. attendance, attainment and progress results.
- Rigorously monitor the progress and school attendance of looked after children between ePEP meetings.
- Ensure that personal information is handled carefully and sensitively, that information is shared only on a need to know basis and that the child's wishes and preferences are taken into account.
- Establish good working relationships and communications with foster carers and key workers, ensuring information is received and early notification is provided for them to attend school events, meetings and reviews
- Seek and prioritise meetings with and make referrals to appropriate external agencies whenever the child is experiencing difficulties and/or is at risk of being excluded
- Provide written information to assist planning, reviews and reporting as required
- Ensure the transfer of records without delay, if a looked after child moves school

8. In addition we will require our whole school teaching and support staff to assist in the implementation and support of this policy for looked after children by requiring all to:

- Ensure the appropriate sensitivities and confidentiality are maintained
- Be familiar with and respond appropriately to requests for progress and/or attainment information in order to compile the PEP and other documentation necessary for reviews
- Respond positively to any request by a looked after child to be the person they want to talk with
- Ensure that no child in care becomes a victim of stigmatisation at any time
- Positively promote the self-esteem of looked after children
- Convey high aspirations for their educational and personal achievement and celebrate their success.

9. We will consider and set appropriately challenging attainment and progress targets in the core subjects, as well as targets to improve attendance, social, and emotional development (as appropriate to the individual needs of the child) and in so doing facilitate the appropriate resources and provision in order to support the child to reach or exceed those targets.

10. We will monitor and evaluate the impact of our school provision, teaching and learning and support for looked after children on their progress, attainment, attendance and social and emotional development (as appropriate to the individual needs of the child).

11. We are aware that the OFSTED inspection framework will consider the provisions that we, as a whole school, have put in place to support looked after children. We understand that a judgement will be made within the OFSTED framework in terms of how far this school is able to support looked after young people. The formal report will include comments about the progress and support provided to these vulnerable young people.

12. We will review the effective implementation of this policy annually, in regard to successfully meeting the needs of and improving outcomes for looked after children.