

Looked After Children Policy

Aims

The Governors and Staff of Cranwell Primary School aim to:

- Make a real difference in helping to provide the best possible education for Looked After Children as much as any other.
- Seek to give our young people in care professional help, encouragement and support so they find our school a welcoming and friendly place.
- Be fully inclusive and challenge negative views and stereotypes.
- Offer support to, and work with, their Foster Carers on how to assist the young person's learning, whilst enhancing educational opportunities.
- Work with the Virtual School and Social workers to establish fluent and consistent communications regarding support for these pupils.

We will support the Government's agenda for giving all Looked After Children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well being.

The Children and Families Act 2014 , places duty on us all as corporate parents to work together to promote the educational achievement of Looked After Children. We recognise that schools and teachers are at the very heart of this process, so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable group.

We recognise our responsibilities as governors and teachers, and we actively want to support the Local Authority in undertaking its statutory responsibility, under Section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.

As school governors, we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of Looked After Children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.

Procedures

In order to fulfil our responsibilities as a school to all Looked After Children, we have a Designated Teacher to undertake the recommendations set out in 'The Role and Responsibilities of the Designated Teacher for Looked After Children 2009'. In our school, the Designated Teacher is Nicky Olsen (SENCO), with Mrs S Clark taking the Lead Professional role. The following tasks are all carried out by the Designated Teacher and the Lead Professional:

- The Designated Teacher becomes 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.
- Both Designated Teacher(DT) and Lead Professional (LP) take the lead role in the professional assessment and preparation of the educational targets, and subsequent reviews, to be recorded into the relevant sections of the child's Personal Education Plan which is electronic for Lincolnshire children. The E-PEP should be established within a 20 School working day period for any Looked After Child starting on roll. This

is to include the gradual addition and updating of further information over time, e.g. attendance, attainment and progress results.

- Both DT and LP undertake relevant updated training and cascade information for staff development regarding Looked After Children.
- All staff ensure that personal information is handled carefully and sensitively, and that the child's wishes and preferences are taken into account.
- Both DT and LP establish good working relationships and communications with foster carers, ensuring information is received and early notification is provided for them to attend meetings and reviews.
- All staff provide support and sanctuary to help settle a Looked After Child into the school, and at other times to ensure the Looked After Child feels safe, knows who to trust and who to go to if they feel the need for support.
- The SENCO /DT ensures the transfer of records if a Looked After Child moves school.
- The DT provides written information to assist planning, reviews and reporting as required.
- The SENCO/DT seeks and prioritises meetings with, and referrals to, appropriate external agencies in situations that require external support.

In addition, we require our school Teaching and Support Staff to assist in the implementation and support of this Policy 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 E-PEP and other documentation necessary for reviews.
- Respond positively to any request by a child to be the person they want to talk with.
- Ensure that no child in care becomes a victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated.
- Positively promote the self esteem of Looked After Children with the support structure of Pastoral /emotional interventions within school – Please see the SEND Information Report/ 'Local Offer' on the schools website for more information .
- Convey high aspirations for their educational and personal achievement.

The Governing Body is expected to raise expectations for achievement of Looked After Children and encourage them to do well by combining high expectation and standards with inclusion. They will also consider and set appropriately challenging targets, and in doing so, facilitate the appropriate resources in order to support the child to reach those targets.

Monitoring

This Policy will be monitored and evaluated by the Governing Body in terms of the impact of the school provisions, teaching and learning, and support for Looked After Children. The annual reporting cycle is also active, which informs annually in July, 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.
- The frequency of them taking part in extra-curricular activities.
- The attainment relative to the targets set in core and foundation subjects.
- The provision arrangements for additional support identified, including 1:1 tuition at school and any externally added booster work provided in the care home.

- The quality and updating of the educational targets recorded in the E- PEP.

Pupil Premium

Evidence shows that disadvantaged pupils, perform less well on average than non-disadvantaged pupils ,at all levels of school education. Slower progress may be seen due to many factors. The pupil premium is additional funding available to schools in England to raise the attainment of Looked After Children and close the gap between them and their peers. The Lincolnshire Virtual School holds a nominal £1300 for each looked after child belonging to Lincolnshire and this money will be allocated using the online E-PEP form according to identified needs.

As a School, we are aware that the new Ofsted inspection framework considers 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 Children. The formal report will include comments about the progress and support provided to these vulnerable young people.