



LOOKED AFTER CHILDREN POLICY



FINHAM PARK 2

LOOKED AFTER CHILDREN POLICY

We are aware that Looked After Children constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatisation.

Please refer to Ofsted report "Looked after Children- good practice in schools", 2008 and NICE guidance.

Aim

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

Objectives

Looked After Children in this school will

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities

Teachers and other staff in this school will

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
- plan for and meet the individual needs of Looked After Children



The Looked After Co-ordinator and Leadership Team will

- identify, arrange and/or deliver training to staff to enable the above to take place
- ensure the development of effective and inclusive strategies to address the needs of Looked After Children
- ensure the smooth transfer of information within school and between school, carers and other agencies

1. Induction

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place

- Summer term LAC/PEP reviews are attended whilst the student is in year 6
- Extra Transition days are organised dependent on need
- All other regular induction processes are followed

2. Pastoral Support

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place

- Access to the Hub
- Information disseminated to all staff

3. Information

- The Looked After Co-ordinator will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan (PEP) if in place. If there is no current PEP, the Looked After Co-ordinator will liaise with the Social Worker to ensure this is part of the initial meeting in school.
- Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Looked After Co-ordinator of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by the Looked After Co-ordinator.



- The Looked After Co-ordinator will talk to young people about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.
- Information about the academic attainment of all Looked After Children in school will be collected as follows:
 - Termly through progress checks and annual reports
 - Round Robins preceding Annual reviews and PEP's
- This information will be analysed by the Assistant Headteacher with responsibility for data, teacher in charge of Pupil Premium and the Looked After Children Co-ordinator to measure the attainment of Looked After Children against the school population as a whole. During years 10 and 11 Looked After Children will be assigned a Mentor from the Leadership Team/College Leader to track and monitor progress, in addition to the regular tracking and interventions as appropriate by the Deputy Headteacher i/c Pupil premium
- Information about the attendance of Looked After Children will be collected by the Attendance Clerk with attendance being reported at Annual Reviews and PEP meetings in addition to the annual school report. This information will be analysed by the Attendance Clerk, EWO and the Looked After Children Coordinator to identify individuals or groups of Looked After Children whose attendance is poor so early intervention can take place.
- Information about the behaviour of Looked After Children will be collected as follows:
 - Through the schools Behaviour for Learning data
 - Round Robins prior to Annual Reviews and PEPS

This information will be analysed by The College Heads and The Looked After Children Co-ordinator to identify individuals or groups of Looked After Children who are at increased risk of exclusion so early intervention can take place.

4. Strategies

4.1 Curriculum

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- Talk to the child



- Inclusion Manager/SENCO and College Leader will look at all possible contributory factors and gather a wide range of evidence in conjunction with other relevant staff
- Look for factors which may be masking underlying learning difficulties and take steps to address these issues

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and compared to previous results. If progress is not as could be expected appropriate intervention will be put in place.

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

4.2 Attendance

If a Looked After Child is identified as having poor attendance or punctuality

- The Social Worker and carers will be contacted by the Attendance Clerk to gain their support and collect any relevant information
- We will continue to work with the School Education Welfare Officer who will be involved fully in planning and delivering strategies to improve attendance

4.3 Behaviour

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially

important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage.

- The Social Worker and carers will be contacted by the College Leader or the Inclusion Manager as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child.
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, LABSS and Virtual School will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the problem behaviour. The responsibility for organising such a meeting lies with The Inclusion Manager or one of her team.



- We recognise that Looked After Children as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements. To reduce the likelihood of this occurring we will continue to work closely with Carers, Virtual School and our Local Authority Officer together with other relevant external services.

4.4 Homework

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. The following strategies are in place to help Looked After Children complete homework tasks as set for their peers. Depending on their ability homework may be differentiated or reduced in quantity. The opportunity to complete homework in school in either the Hub or the Library is encouraged.

4.5 Extra-Curricular Activities

We recognise that Looked After Children are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities for example because of poor relationships with their peers. As we believe it is essential that Looked After Children are able to play a full part in school life, the following strategies are in place to help them to do this:

- The Looked After Co-ordinator will monitor the involvement of Looked After Children in extra-curricular activities through the PEP and at Annual Reviews.
- The Looked After Co-ordinator will liaise with the young person, carers and Social Workers to try to promote involvement in extra-curricular activities through Personal Education Plan meetings.
- The Looked After Co-ordinator will liaise with LA support services such as Virtual School and the LT member with responsibility for outcomes to develop strategies for increasing the involvement of Looked After Children in extra-curricular activities if their uptake is shown to be low.
- The success of all school strategies and use of funded initiative will be monitored and evaluated by
 - Collection and analysis of information
 - Discussion with school staff, carers, Social Workers and staff from LA Support Services, both informally and during meetings eg those set up to write Personal Education Plans
 - Discussions with Looked After Children
- Responsibility for monitoring and evaluation of school strategies lies with The Looked After Children Coordinator.



5. Liaison with Outside Agencies

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Looked After Co-ordinator will devise and implement effective strategies and procedures for

- Accessing additional support, funding or use of funded initiatives
- Liaising with Social Workers to ensure all Looked After Children have a Personal Education Plan
- Participation in and co-ordination of Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with Statements of SEN or Education Health Care plans will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

6. Roles and Responsibilities

6.1 The Looked After Children Co-ordinator is the Deputy Headteacher (Jo Brake)

The role of the Looked After Children Co-ordinator is of central importance in enabling Looked After Children to achieve their full potential in school. For this reason the person appointed is a senior member of staff with full time administrative support and access to appropriate accommodation.

The majority of the roles and responsibilities of the Looked After Children Co-ordinator are implicit in the above sections of this policy. In addition, the Looked After Children Co-ordinator will

- Attend training sessions organised by the Local Authority or other agencies
- Cascade this training to school staff
- Arrange and/or deliver training to all staff, including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome
- Ensure the involvement of CSWP The Careers Guidance Company and the schools careers officer with all young people in Years 10 and 11 who are looked-after



- Liaise with the member of staff responsible for monitoring children on the Child Protection Register
- Work closely with Social Workers and other SSD staff to enable the writing of effective Personal Education Plans which will inform Care Plans
- Attend or arrange for someone else to attend or contribute in other ways to SSD care planning meetings
- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans

6.2 The Head Teacher and Leadership Team

The responsibility for the educational and personal well-being of Looked After Children rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Leadership Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Looked After Children Co-ordinator, are enabled to carry them out.

6.3 The named Governor with special responsibility for Looked After Children is Catherine Colby-Johnson, our Chair.

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

- The number of Looked After students in the school
- A comparison of test scores for Looked After Children as a group, compared to those of other students
- The attendance of students as a discrete group, compared to other students
- The level of fixed term/permanent exclusions
- Student destinations

The named governor must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to

- The National Curriculum
- Public examinations
- Statutory assessments
- Careers guidance
- Additional educational support
- Appropriate pastoral support
- Extra-curricular activities
- Work experience



7. Evaluation

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on students, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body.

Written by Pauline Parkes October 2014

Reviewed for FP2 Feb 2015

Reviewed by Jo Brake/Rebecca Diaz Sept 2017

Reviewed by Rebecca Diaz Sept 2019

Next review date: Sept 2021

Approved by Governors: 12/11/2019

Signed:

A handwritten signature in black ink, appearing to be 'N. K.', written over a faint horizontal line.

Headteacher

Date: 12/11/2019

Signed:

A handwritten signature in black ink, appearing to be 'C. Williams-Johnson', written over a faint horizontal line.

Chair of Governors

Date: 12/11/2019