

Holtsmere End Junior School



Policy on the Education of Children Looked After.

Children Looked After Policy



Philosophy

At Holtsmere End Junior School (HEJS) the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.



The Objective:

To promote the educational achievement and welfare of children looked after (CLA) on the roll of the school within an inclusive and supportive ethos and culture.

"The duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential"

Section 52 Children Act 2004



Definition of Children Looked After:

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. Looked after children fall into four main groups:

- 1) Children who are accommodated under a voluntary agreement with their parents;
- 2) Children who are the subject of a care order or interim care order;
- 3) Children who are the subject of emergency orders for the protection of the child;
- 4) Children who are compulsorily accommodated.

The Name of the Designated Teacher for Children Looked After for the school: *Louisa Hawker*.



The Role of the Designated Teacher for Children Looked After:

Within School Systems:

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated.

- To advise on most effective use of the Pupil Premium during the Personal Education Planning meeting.
- To ensure that the Pupil Premium funding and additional budget share funding where relevant is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced.
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, intervention programs, school councils, etc.
- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in Children's Services, (CS) and birth parents where appropriate;
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date, used on a need to know basis to help the student overcome obstacles to learning and progress;
- To track and support the educational progress of all children who are looked after in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement by use of the Pupil Premium funding to accelerate progress;
- To intervene if there is evidence of absence from school or internal truancy;
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them.
- To report to the Governing Body at least on an annual basis.
- To have completed the relevant training and CPD as appropriate.
- To support the Quality Assurance Process for PEPs and for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after.

Work with Individual Children Looked After

- To discuss with individual children, possibly alongside a Carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils;

- To enable the child to make a contribution to the educational aspects of their Care Plan; to ensure that the Pupil Voice section of the relevant part of the Personal Education Plan is completed for each child and is the result of a one to one meeting so that the views of the child are faithfully represented in the PEP;
- To supervise the smooth induction of a new child looked after into the school.
- To develop in-school strategies to track, promote and accelerate the achievement of looked after children and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies

Liaison:

- To liaise with the member of school staff responsible for monitoring children on the Child Protection Register;
- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school role to the Virtual School as requested.

Training:

- To cascade training to school staff as appropriate.
- To attend relevant training/ conferences and participate in area cluster groups for additional training and to share good practice.



Governors:

The governing body is committed to ensuring that the following roles and responsibilities are carried out effectively in order to fulfil the school's duty regarding these pupils.

The name of a Governor with special responsibility for Children Looked After in the school: Judy Bayliss



The role of the Governor

The above named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked after pupils in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions.
- The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:
 - The National Curriculum;

- Public examinations;
- Additional interventions to support educational progress e.g. One to One/ Group tuition; Additional education support; Extra-curricular activities; and the most effective use of the Pupil Premium to raise attainment.
- Further key roles and responsibilities are:
- Ensure that the admission criteria and practice prioritises children looked after according to the DCSF Admissions Code of Practice.
- Ensure all governors are fully aware of the legal requirements and guidance for Children Looked After.
- Ensure there is a designated teacher for Children Looked After.
- Liaise with the headteacher, designated teacher, and all other staff to ensure the needs of Children Looked After are met.
- Nominate a governor with responsibility for CLA who links with the designated teacher.
- Receive regular reports from the designated teacher which should include the number of Children Looked After on roll and the confirmation that they have a Personal Education Plan, their attendance, compared to other pupils, their attainment (SATs) compared to other pupils, the number of fixed term and permanent exclusions (if any) and the destinations of pupils who leave the school.
- Ensure that the school's policies and procedures give Children Looked After equal access in respect of Admission to school, National Curriculum and examinations both academic and vocational, Out of school learning and extra-curricular activities.
- Annually, review the effective implementation of the school policy for Children Looked After.
- The named Governor will be expected to attend appropriate training and keep well informed of the latest guidance, procedures, Acts and recommendations.



School Responsibility

- It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher and/or the Designated Teacher for Children Looked After.
- It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

- In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

Key Roles and Responsibilities include:

- Have high expectations of the educational and personal achievements of Children Looked After.
- Positively promote the raising of a Child Looked After's self esteem
- Ensure any Child Looked After is supported sensitively and that confidentiality is maintained.
- Be familiar with the Guidance on Children Looked after and respond appropriately to requests for information to support Personal Education Plans, and review meetings.
- Respond positively to the request to be a Child Looked After's named person.
- Liaise with the designated teacher where a Child Looked After is experiencing difficulties.
- Contribute to regular liaison with social care colleagues and other appropriate professionals.
- Keep appropriate records, confidentially as necessary, and make these available to other professionals as appropriate.



Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate - but always involving someone with parental responsibility*1. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.



Involve the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education. It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP review meetings

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social

Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.



Assessment, Monitoring and Review Procedures

Each pupil in care will have Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will identify specific areas of focus and include targets and associated action to improve the student performance or educational achievement. Areas for consideration will include:

- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Educational Data so that progress may be easily tracked between Key Stages;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour;
- Use of Pupil Premium and impact.

The PEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all children looked after against the key indicators outlined above.

*1

Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.

Ref

Section 576 Education Act 1996

Children Act 1989 (amended)

'If this were my child' (Local Government Information Unit 2003)

The Pupil, Premium: How schools are using the pupil premium to raise achievement for disadvantaged Pupils (DfE 2012)



Safeguarding:

At Holtsmere End Junior School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding HEJS procedures and

processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Safeguarding Leads; Emma McGuigan and Paul Heskin as procedures state. Our Safeguarding Governor is Judy Bayliss.

REVIEWED: July 2017

NEXT REVIEW: July 2018