



Goodrich Church of England Primary School

LAC Policy

Headteacher: Mrs. Karen Miles
Designated LAC Teacher: Mrs. Lisa Taylor
Designated LAC Governor: Mr. Darryl Williams

Policy creation date: September 2016

Policy review date: September 2018

School Policy for the Education of Looked After Children in Herefordshire

INTRODUCTION

The governing body of Goodrich CE Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in "Guidance On The Education Of Looked After Children"(May 2000) and Section 52 of the Children Act 2004 .

Objective

To promote the educational achievement and welfare of Looked After Children.

Children who are "looked after" may be "Accommodated ", "In Care" or "remanded/ detained" as follows.

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/detained

A child can be remanded or detained as in the following:-

- An emergency protection order
- Removed by police using their powers of protection
- Remanded by a court following criminal charges
- A court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Looked After Children may (or may not) have some or all the following issues:-

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/ cognitive development
- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues.
- Poor attachments to others.
- Have a need to be very private.

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing body of Goodrich CE Primary School is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively.

- A Designated Teacher For Looked After Children
- Personal Education Plans for all Looked After Children.
- All staff have a clear understanding of confidentiality and issues that affect looked after children.
- Effective strategies that support the education of this vulnerable group.

The Name of the Designated Teacher for Looked After Children: Lisa Taylor

The Role of the Designated Teacher for Looked After Children:

Within School Systems

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them;
- to inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.
- to act as an advocate for Looked After Children;
- to develop and monitor systems for liaising with carers, Children's Services and the Virtual School.
- to hold a supervisory brief for all Looked After Children e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- to monitor the educational progress of Looked After Children in order to inform the school's development plan;
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy; and

Work with Individual Looked After Children:

- to enable the child to make a contribution to the educational aspects of their care plan;
- to help ensure that each pupil has a Personal Education Plan (PEP). The statutory guidance states that the PEP should be initiated by the young person's social worker. In Herefordshire, social workers are assisted by the Virtual School team;
- to ensure that the home-school agreement is signed by the primary carer

Liaison:

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- to help co-ordinate education and Looked After Children review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- to attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children care planning meetings e.g. via the Virtual School team;
- to be the named contact for colleagues in the Virtual School and Children's Social Care;
- to ensure the speedy transfer of information between agencies and individuals.

Training:

- to develop knowledge of procedures for looked after children in Herefordshire by attending training events organised by the Local Authority;
- to cascade training to school staff as appropriate

The name of a Governor with special responsibility for Looked After Children: Mr Darryl Williams

The role of that Governor

The named governor will report to the Governing Body on an annual basis (where numbers allow anonymity):

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions; and
- individual pupil destinations.

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;
- additional (educational) support;
- extra-curricular activities.

Responsibility for Looked After Children in School

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 Headteacher and/or the Designated Teacher for Looked After Children. It is appropriate for non-teaching staff to have knowledge that the young person is being looked-after only when directly involved with the young person.

All staff need to respect the confidentiality and sensitivity of such information.

Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school. An appropriate school induction will take place. A meeting to review the Personal Education Plan will be held.

Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances and that their contribution is sought. 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.

Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the carer and parent(s). The social worker is responsible for advising a school whether reports should be sent to parents.

Schools, the Virtual School, Children's Social Care and the SEN Team should endeavour to co-ordinate their review meetings.

Children's Social Care, the Virtual School and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

When information is shared electronically, it should be sent securely via Anycomms or only using a child's initials or UPN.

Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Personal Education Plan (PEP). This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- use of LAC Pupil Premium
- attendance;
- achievement Record (academic or otherwise);
- behaviour;
- homework;
- involvement in Extra Curricular Activities;
- special needs (if any);
- development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- long term plans and aspirations (targets including progress and aspirations).

The PEP will be updated at least every term. This may be a face to face meeting, or a 'remote' PEP.

The named governor will report annually to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.