

Looked After Children Policy 2019

By	Review period	Method
Full Governing board		Meeting

Ownership:

Revision History

Review	Changes	Next review date
November 2018, February and June 2019	Revised policy to take into account organisational change	November 2020

Romero vision

“Aspire not to have more, but to be more,”

Saint Oscar Romero

Education associated with Romero aims to be of the highest possible quality. The formation of the young people in our care is expressed in the values of respect, compassion and justice. Our schools are communities of faith where we hope to empower young people to take up the challenge to be more in their daily lives. To take action for social and environmental justice, and to create a more just and compassionate world.

Holy Cross Catholic Primary school and St Joseph’s Catholic College work together as a quasi federation. Therefore we have aligned our policies where possible and where the word school is stated this will apply to the appropriate school for the situation.

1.0 Definition

Looked after children or previously looked after children are defined as being a child who is in local authority care or being provided with accommodation by a local authority who in the exercise of their Social Services function defined by Section 22 (1) of the Children’s Act 1989. The child may have been looked after in the past but since has been adopted or subject to a residence or special guardianship order.

2.0 Commitment

The school is committed to helping every looked after child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education.

The following principles apply, we will:-

Prioritise education

Promote attendance

Target support

Have high and consistent expectations

Promote inclusion through challenging and changing attitudes

Offer stability and continuity

Provide early intervention and priority action with any concerns

Make sure we listen to students and their carers

Promote students health and well being

Work to reduce any exclusions and promote stability

Work in partnership with carers, families, social workers and other professionals

Links to other policies

[Admissions Policy](#)

[Attendance Policy](#)

[Code of Conduct for Staff](#)

[Behaviour Policy](#)

[Discipline Policy](#)

[Home School Agreement](#)

[Accessibility policy](#)

[Safeguarding Policy](#)

[Special Educational Needs Policy](#)

[Gifted and Talented policy](#)

'The School recognises that in complying with this policy there will be an element of data processing carried out. For more information on how each school processes data please refer to the schools privacy notices and the Information and Records Retention Policy.'



St Joseph's Vision and Values and how this policy support this

The College offers an education with a solid foundation of Christian values. We expect the very best from each and every student and seek to be a community where all are valued. The College motto, Laus Deo Semper (praise to God always), underpins all relationships in the College. We praise God by finding the best in others and treating each person with dignity as a child of God.

This policy supports this vision by developing students who may not have had the best start in life to succeed and provide a better future for themselves.

Outline of Policy

Approach

For looked after children the College will be a place offering stability, safety, continuity, positive relationships and individual care and attention. The College has a duty under the section 22 of the Children's Act 1989 and the Children and Families Act 2014 to promote the educational achievement of looked after children.

How this operates in practice

The College prioritises all looked after and previously looked after children in its admission policy. In order to do this the following key people have these responsibilities:-

Head of School

The Head of school will:-

- Ensure that a member of staff is identified as the designated person for each looked after student.
- Ensure that procedures are in place to monitor the admission process, attendance and any exclusions for looked after students
- Report on the progress, attendance and behaviour of looked after students at the relevant Governing board committee meeting.
- Ensure that staff receive the relevant training in order to support looked after students.

Head of Curriculum Support (Designated Teacher)

Whilst the students are being educated in the College we will ensure that each student has a Personal Education Plan (PEP) in place which is implemented and regularly reviewed by the Designated Teacher. We will follow the timelines of implementation as set out by Swindon's Virtual School (Appendix 1)

Governing Board

A specific Governor for looked after children will be appointed who will review the support and education that looked after children receive.

All Governors will familiarise themselves with the legal requirements and guidance on the education of looked after children

Ensure that the College has an overview of the needs and progress of looked after children by requesting reports for the board meetings.

Ensure that resources are allocated to looked after children

Ensure that appropriate College policies and procedures support the needs of looked after children.

They will do this by monitoring the progress of looked after children, 3 times a year. Endeavour to prevent exclusions and reduce time out of College by ensuring the College implements policies and procures to ensure looked after children achieve and enjoy their time at the College

Ensure the College has a designated teacher for looked after children.

Receive an annual report on:-

- The number of looked after children
- The attendance level of looked after children
- The SAT scores, GCSE results and key attainments of looked after children
- The number of fixed term and permanent exclusions if any
- The destinations of looked after children who leave the College

The information for this report will be collected and reported in ways that preserve the anonymity of the students concerned.

Designated Teacher

The Designated Teacher is the Head of Curriculum Support. This teacher will:-

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the student is involved with setting their own targets
- To ensure all possible is being done to improve the achievement of looked after children
- To write strategies to improve the progress of looked after children and involve staff who teach these students and the students themselves to ensure they are given the best opportunity possible to achieve
- To support the development of the Personal Education plan (PEP) as detailed in the Promoting the education of looked after children statutory guidance for local authorities 2014
- Be a source of advice for other staff about differentiated teaching strategies
- Make sure that looked after children are prioritised in one to one teaching arrangements and that carers understand the importance of supporting learning at home

- Have lead responsibility for the development and implementation of the students personal education plan at College
- Engage with other key individuals involved with the students care including social workers, and other education establishments when the student moves from the Col
- Ensure there is an agreed process for how all involved individuals work together
- Keep up to date records of all looked after children and ensure that relevant information is shared with the appropriate staff and other adults.
- Liaise with other agencies and organisations in order that looked after children are supported. This may include social care teams, psychologists, or health services.

All staff

Will:-

- Have high aspirations for the educational and personal achievements of all looked after children
- Maintain looked after children's confidentiality and ensure they are supported sensitively
- Respond positively to a student's request to speak to the named member of staff whom they can talk to when they feel it is necessary
- Respond promptly to the designated teacher's request for information
- Promote the self-esteem of all looked after children

The Personal Education plan (PEP)

All looked after children will have a current PEP which is reviewed and updated as scheduled.

- Relevant points from the PEP will be shared with teaching and support staff to support the student's progress both academically and socially
- Be used as a tool in College to make sure the student's progress towards education targets are monitored
- Be regularly reviewed, updated and made available for the local authority review of the student's wider care plan
- Clearly show how PEP monies have been allocated to support the progress of the individual student. This budget is managed by the Designated Teacher.

Appendix A The PEP Process

A Guide for Designated teachers for looked after children 3-18

Timescale	Action Required	Who
<p>Within 48 hours of child being taken into care</p>	<p>When a Child First becomes Looked After</p> <p>Child is already attending a school/educational setting or starting in a new one.</p> <ul style="list-style-type: none"> Notify school designated teacher that child has been taken into care, or when a CiC starts a new school/educational setting. Social worker to arrange PEP meeting date with designated teacher in school/educational setting. Notify Swindon Virtual School administrator that child has been taken into care and date of PEP meeting. KMcDermott@swindon.gov.uk Virtual School administrator will send PEP to school for designated teacher to complete relevant sections prior to PEP meeting. Social Worker to invite Virtual school headteacher/Lead Consultant Virtual school, parents/carers, pupil and other professionals as appropriate. First PEP MEETING must take place as part of a care plan within 10 working days of child being taken into care. 	<p>Social worker</p> <p>Virtual School</p> <p>Social worker</p>
<p>Within 10 days of child being taken into care</p>	<p>Child does not have a school place/educational provision</p> <ul style="list-style-type: none"> Notify Virtual School Administrator that child has been taken into care and arrange first PEP MEETING date. First PEP MEETING must take place as part of a care plan within 10 days of child being taken into care. Social worker to invite to PEP meeting: Virtual School Headteacher or Lead Consultant Virtual School, Additional Provision and Re-integration Manager for the Borough to assist in the search for a school place. 	<p>Social Worker</p> <p>Virtual School</p>

	<ul style="list-style-type: none"> • Virtual school will send PEP form to social worker. • Social worker to complete basic pupil details, contacts and parent/carer views prior to meeting. 	<p>Social worker</p>
<p>Initial (First PEP Meeting)</p> <p>A new or updated PEP should be in place within the first 20 days of a child joining a new school.</p>	<p>Child is already attending a school/educational setting or starting in a new one.</p> <ul style="list-style-type: none"> • The designated teacher at school/ educational provision chairs the PEP meeting. • Designated teacher will ensure pupil view is obtained prior to meeting and used as part of discussion. • Designated teacher will ensure all educational sections of the PEP relating to attainment, progress, and staff views are completed prior to PEP meeting. • Designated teacher will ensure PEP and additional documents are available at the meeting for all attendees. • Designated teacher will lead on how PEP will be developed and used at that establishment to make sure progress towards education targets is monitored effectively. • Social worker will ensure contacts/permissions, are correct and up to date. • Social worker will ensure parent/carer views are presented at meeting. • Designated teacher will set date at meeting for subsequent PEP(termly) • Designated Teacher to complete PEP after meeting and send to Virtual school within 10 working days. • Pep Quality Assured by Virtual School. • PEP uploaded to ICS for Social Worker and IRO by Virtual School. 	<p>Designated Teacher</p> <p>Social worker</p> <p>Designated Teacher</p>

<p>Initial (First PEP Meeting)</p> <p>A new or updated PEP should be in place within the first 20 days of a child joining a new school.</p>	<p>Child does not have a school place/educational provision</p> <ul style="list-style-type: none"> • Virtual School to send PEP to parents/carers. • The virtual school will chair the PEP meeting. • Virtual school will lead on how PEP will be developed and used to secure appropriate educational provision. • Social worker will ensure contacts/permissions, are correct and up to date. • Social worker will ensure parent/carer views are presented at meeting. • Virtual School will set date at meeting for subsequent PEP(termly) • Virtual School to complete PEP after meeting. • PEP Quality Assured by Virtual School. • PEP uploaded to ICS for Social Worker and IRO by Virtual School. • Virtual School to send PEP to parents/carers. 	<p>Virtual School</p> <p>Virtual School</p> <p>Social Worker</p> <p>Virtual School</p> <p>Virtual School</p>
<p>Subsequent PEP Meetings</p>	<ul style="list-style-type: none"> • PEP meeting must take place termly for every child in care. • Designated teacher to chair all PEP meetings in school. • Virtual School will send out to social worker and Designated teacher PEP paperwork 10 days prior to meeting. • Designated teacher will ensure future PEP date is confirmed at PEP meeting • Social worker will ensure contacts/permissions, are correct and up to date. • Social worker will ensure parent/carer views are presented at meeting. • Designated Teacher to complete PEP after meeting and send to Virtual school within 10 working days. • PEP Quality Assured by Virtual School. 	<p>Designated Teacher</p> <p>Virtual School</p> <p>Social worker</p>

	<ul style="list-style-type: none"> • PEP uploaded to ICS for Social Worker and IRO by Virtual School. • Virtual School to send PEP to parents/carers. 	<p>Designated Teacher</p> <p>Virtual School</p>
<p>Pupils With Statements of Special Educational Needs/Education and Health Care Plans (EHCP)</p>	<ul style="list-style-type: none"> • The local authority where the child lives (unless in residential accommodation) is responsible for the placement and provision of education to a pupil who has a statement of special educational needs or EHCP. • The provision of education for pupils with statements of SEN/Education Health Care Plans can only be changed if this has been amended at an annual review. • An annual review can be brought forward to accommodate this and should be carried out in consultation with the school’s SENCo. • As soon as a change of placement is being considered, Social worker MUST contact Virtual School and Named SENAT Case officer as the search for education needs to begin. 	



Mission Statement

Holy Cross Primary School is a Catholic School. We seek to provide a broad, balanced Christian education which aims to help each child develop their full potential.

We are a worshipping community which recognises the uniqueness of the individual and aims to promote the Gospel values of love and respect for God and one another. We open ourselves to others and respect their ways of thinking and living.

The school encourages effective communication and good relationships with home, parish and wider community.

SCHOOL'S POLICY ON ITS PROVISION FOR LOOKED AFTER CHILDREN

INTRODUCTION

At Holy Cross Catholic Primary School, there is a commitment to developing and maintaining a Christian ethos, which ensures that all pupils attain their highest level of achievement. The school will seek to serve its local community and will endeavour to prepare pupils for life in a diverse and multi-ethnic society. The ethos reflects the Christian belief that every human being is made in God's image and their true worth and value stems from this understanding. Jesus' ministry was to all the people of his time irrespective of wealth, status, gender, age, ethnic background, family ancestry or education and he taught that all were included in the love of God.

AIMS

Holy Cross Catholic Primary School is committed in particular to implementing the joint guidance from the DfE and Department of Health on the education of young people in public care. This sets out six principles:

- 1.1 Prioritising education
- 1.2 Having high expectations
- 1.3 Promoting inclusion through challenging and changing attitudes
- 1.4 Achieving stability and continuity
- 1.5 Early intervention and priority action
- 1.6 Listening to children

RATIONALE

- The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are so low as to be a national disgrace.
- It therefore follows that these pupils need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Looked After Children, school should be a place offering stability, safety, continuity, positive relationships and individual care and attention.

ROLES AND PRIORITIES

Head of School and SMT

- To ensure the provision / outcomes for Looked After Children are specifically recorded or mentioned in
 - School Improvement Plan
 - SEF
 - All School Policies and Procedures
 - Any issues reports on - behaviour, sanctions, exclusions
 - praise and rewards
 - public examinations and SAT's results analysis
 - student progress in relation to target & FFT
 - Public examinations and SAT's entries
 - extra curricular activities and successes
 - attendance
 - gifted and talented provision and successes
 - admissions
 - student voice
 - complaints
 - student destinations
 - work experience
 - CPD for staff
- To provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body
- To make it clear to staff and other school stakeholders the Looked After Children require special treatment and positive discrimination and that is school policy.
- To give the Designated Teacher, Looked After Children, the time and facilities to carry out his/her job description and to support them at all times in their work.
- To show a personal interest and involvement with Looked After Children in the school.
- To challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of Looked After Children achieving their potentials.
- To give Catholic Looked After Children the highest priority, in terms of admissions to the school even when there is over subscription.
- To provide CPD for staff in issues pertaining to Looked After Children and to ensure that the Designated Teacher (Elaine O'Neill) attends regular training.

Governing Body

- To appoint a Designated Governor (Marguerite Holliday) for Looked After Children.
- To check that the SMT are meeting their responsibilities as pertaining to Looked After Children as listed above.

Designated Teacher

- To be a champion for Looked After Children within the school and to ensure that they are receiving special provision.
- To ensure that teachers who need to know are aware of who are Looked After Children and the need to give them extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development, and with sensitivity and confidentiality shown at all times, both on an individual basis and in the classroom.
- To ensure that all possible is being done to raise the achievement levels of Looked After Children:-
 - They are following an appropriate curriculum and that there is access to alternative provision if felt necessary.
 - The pupils know their targets and get feedback at least termly on how they are performing in relation to these targets and how they can improve and do better.
 - The school's data tracking and comparisons with FFT show on at least a termly basis if a student is underachieving with monitored intervention strategies then being put in place.
 - The pupils are entered for SAT's and public examinations in all cases unless it is totally inappropriate.
 - The pupils have full access to any booster support that is available in the school.
 - The pupils have all possible individual assistance in developing their basic skills including reading.
 - Pupils on the SEN register receive all possible support to meet their needs.
 - Able pupils have access to the school's Gifted and Talented provision.
 - All possible support is given at the times of transition (KS1 – KS2 : KS2 – KS3
 - Pupils are completing homework and coursework on time and to a good quality and that intervention occurs if this is not the case.
- To ensure that Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history.
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To check with staff on a continuous basis how the pupils are doing and to intervene quickly at the first sign of a problem, e.g. behaviour issues, poor effort etc.
- To monitor attendance on a weekly basis and to report any concerns to the EWO (Education Welfare Officer) straightaway.
- To draw up strategies for pupils who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To encourage pupils to be fully involved in extra curriculum and extension activities both inside and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, e.g. year and school's council.

- To ensure that pupils know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
- To make provision for specific mentor of counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the pupil's education and showing them how they can do this.
- To ensure that pupils are getting their fair share of praise and rewards for the school's system and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.

Teachers

- To be aware of Looked After Children in their classes and to give them all possible support and encouragement as pupils who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

Record keeping and information sharing

The Designated Teacher will keep an up-to-date record of Looked after Children and Young People in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Looked after Child or Young Person starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the LAC/YP. The PEP will provide a regular opportunity to review progress, note any concerns and ensure all relevant parties are informed accordingly. Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition. It is vital that the Looked after Child or Young Person is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Home-school liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable Looked after Children to achieve their potential. Consultation evenings as well as PEP and Care Plan review meetings provide opportunities to continue to develop this partnership.

Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the Looked after Child or Young Person including Social Care teams; Community Educational Psychologist; Health services, CAMHS.

Exclusions

Holy Cross Catholic Primary School recognises that Looked after Children are particularly vulnerable to exclusions. Where a LAC is at risk of exclusion the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion. The child or young person's Personal Education Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.