



Looked After Children Policy

Reviewed: November 2020

Next Review: November 2021

Looked After Children Policy

This policy has been developed at Goldsmith Primary Academy with due regard to the Statutory guidance for Local Authorities entitled, 'Promoting the education of looked after children and previously looked after children'

(2018).

Aim

The aim of this policy is to ensure that the Looked After Children and Previously Looked After Children on roll at Goldsmith Primary Academy have their individual needs met and receive equal opportunity in education despite any disadvantage they have encountered or continue to encounter in their lives.

The following roles and responsibilities have been agreed within the school.

The role of the Governing Body

To ensure the appointment of a suitably qualified designated teacher to promote the educational achievement of Looked After Children (LAC)

To ensure the designated teacher undertakes appropriate training

To receive and act on matters raised in the Termly Headteacher's Report in order to support the increased effectiveness of the designated teacher role.

To identify a named governor who will liaise with the DT to ensure the implementation of this policy

To consider the needs of LAC when reviewing all school policies and procedures

To review this policy annually.

The role of the Designated Teacher (DT)

To ensure records of Looked After Children and Previously Looked After Children on roll at the school are kept up to date.

To keep an overview of the academic progress and needs of each Looked After Child and Previously Looked After Child and to challenge adults where necessary.

To ensure the young person has a voice in setting learning targets and making decisions about their education.

To prioritise Looked After Children and Previously Looked After Children for one to one tuition and other whole school initiatives.

To assist foster carers in supporting learning at home.

To keep abreast of National and local policies and initiatives aimed at supporting the education of Looked After Children and Previously Looked After Children.

To attend Designated Teacher training organised by the Virtual School, Walsall.

To be a point of contact for all agencies requesting information about the child.

To promote differentiation of the curriculum and teaching strategies for Looked After Children and Previously Looked After Children.

To lead on the development and implementation of the Personal Education Plan in school.

To ensure that the school does everything possible to maximise the educational stability for the child.

The role of the Personal Education Plan (PEP)

The PEP forms part of the care plan and will be completed within 10 days when a new Looked After Child comes onto the school roll or a current pupil becomes looked after.

A PEP will be completed at least every term in addition to the times when changes are occurring in educational provision or key decisions regarding education need to be made.

The PEP will be shared with key staff who plan and deliver the support needed by the child.

Effective arrangements will be made for the prompt transfer of information such as the PEP on the transfer of a child to a new teacher or school.

The responsibilities of others within the school

The class teacher and support staff will regularly liaise with the Designated Teacher regarding issues for Looked After Children and Previously Looked After Children and provide targets and assessment information for the PEP.

Class teachers will seek advice and support from the Designated Teacher as necessary

The responsibilities of the designated teacher to others beyond the school

To ensure that there is a central point of contact in school for Looked After Children and Previously Looked After Children related enquiries.

To promote joined up working with other agencies.

To work with social care to minimise disruption to the child's education.

To ensure that key school documents and reports are communicated to social workers, the Virtual School, birth parents and carers as appropriate.

To ensure that information is shared through the PEP and other professional meetings.

Pupil Premium Plus

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for Pupil Premium Plus funding. This is additional funding provided to help improve the attainment of looked after and previously looked after children and close the attainment gap between this group and their peers. The role of the designated teacher is to ensure the specific needs of looked-after and previously looked after children are understood by the school's staff and reflected in how the school uses Pupil Premium Plus to support these children.

Admission arrangements

We recognise that due to care arrangements Looked After Children may enter school mid-term and that it is important that they are given a positive welcome and where appropriate, additional support and pre-entry visits to help them settle.

The school recognises that Looked After children are an 'excepted group' and will prioritise Looked After Children and Previously Looked After Children in the school's oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2014).