

THOMAS HARDYE SCHOOL

Looked After Children Policy



Adopted By:	Local Governing Body
Signed:	Chair of Governors – A.Moore <i>A.N. Moore</i>
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THE THOMAS HARDYE SCHOOL

Looked After Children Policy

1 Definition

1.1 Looked After Children (LAC) are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

1.2 A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

2 Aims

2.1 At the Thomas Hardy School - Looked After Children, are entitled to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Be involved
- Acquire economic well being

3 Rationale

3.1 The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are of real concern.

3.2 It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.

3.3 For Looked After Children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

4 Roles and Priorities

4.1.1 The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision/outcomes for Looked After Children are specifically recorded in:-

- The school's Self Evaluation Form (SEF)
- Appropriate School Policies and Procedures
- Specific Reports on issues such as student progress in relation to targets and Fischer Family Trust; exam results; attendance; behaviour, sanctions, exclusions; student voice.
- School Development Plan - if evaluation shows that improvement in provision is needed

4.1.2 The Headteacher and Designated Teacher for LAC will:-

- Provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.
- Ensure staff are aware that the provision to support Looked After Children is a key school priority.
- Show a personal interest and involvement in Looked After children in the school.
- Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and to ensure that Designated Teachers attend regular training.
- Provide information to the Dorset Virtual School regarding the progress of Looked After Children on the school's roll.
- The Headteacher will give the Designated Teacher for looked After Children the time and facilities to carry out his/her job description and support them at all times in their work.

4.2 Governing Body

4.2.1 The Governing Body will appoint a Designated Teacher to promote the educational achievement of all Looked After Children on the school roll. The Governing Body will also nominate a Name Governor for Looked After Children (wherever practicable this will be the Governor also having responsibility for Safeguarding).

4.2.2 The Governing body will ensure that the Designated Teacher is appropriately qualified for that role (in accordance with the Looked After Pupils etc (England Regulations 2009) and, in partnership with the Headteacher, ensure that, through their training and development, the Designated Teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of Looked After Children.

4.2.3 The Governing Body will receive a statutory annual report on Looked After Children as outlined above. Interim update reports will also be provided to the Governing Body on a termly basis.

4.3 Designated Teacher

4.3.1 The Designated Teacher will

- Be a champion for Looked After Children within the school and ensure that they are receiving special provision.
- Ensure that the Looked After Children are aware of who the Designated Teacher is, and that their College Leader, Guidance Leader / Intervention Leader are the members of staff whose role is to support them at school.
- Ensure that teachers and other staff who need to know are aware of who are Looked After Children, and ensure that those staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- To support the College Leader, Guidance Leader / Intervention Leader to draw up strategies for students who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To act as the liaison for the school with CIS and the Dorset Virtual School (DVS) with regard to LAC.

- To ensure that all Looked After Children have a Personal Education Plan (PEP). All Looked After Children must have a PEP as part of their overall care plan. The DVS should send the PEP the Designated Teacher when the child becomes looked after or joins the school).
- To liaise closely with the DVS Team
 - Contact the DVS Team if access is needed to a Social Worker or a multi-agency team;
 - Inform the DVS Team of any problems out of school that seem to have been identified;
 - Seek the support of the DVS Team if Local Authority or other agency procedures do not seem to be giving necessary support to Looked After Children;
 - Keep the DVS Team informed about the general progress of Looked After Children;
 - Inform the DVS Team if carers do not seem to be co-operating with the school in helping the student's educational development.

NB: The DVS Team will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis, and will meet termly to discuss the LAC. The Designated Teacher has a key role in helping Looked After Children make a smooth transition to their new school or college, including making sure there are effective arrangements in place for the speedy transfer of information (whether the LAC is arriving at or leaving the school).

4.4 College Leaders

4.4.1 The College Leader will:

- Provide support for LAC in their College.
- Ensure that all possible is being done to raise the achievement levels of Looked After Children –
 - the students are following an appropriate curriculum (and in Year 9 make the best possible option choices);
 - the students know their targets and get feedback at least termly on how **they are improving in relation to these targets and how they can** improve and do better through Academic tutorials with tutors.
 - the school's data tracking and comparisons with FFT show on a termly basis if a student is underachieving with monitored intervention strategies then being put into place;
 - the students are entered for public exams in all cases unless it is totally inappropriate;
 - the students have access to any extra support that is available in the school;
 - the students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
 - students on the Special Educational Needs register receive all possible support to meet their needs;
 - students are completing homework and coursework on time and of good quality and that intervention takes place if this is not the case.
- Ensure Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.

- 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 meet with the Looked After Child regularly to check progress and to listen to his/her views about both in school and out of school issues.
- To play the lead educational role at PEP meetings and liaise with the DVS team in setting individual PEPs.
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
- To monitor attendance on a regular basis and to report any concerns straightaway.
- It is important that Looked After Children have a voice in setting learning targets.

4.4.2 Guidance Leaders / Intervention Leaders

- To encourage students to be fully involved in extra-curricular and extension activities both in and outside school; to help them with the logistics of taking part in educational visits and other activities; to encourage them to be fully involved in the school, eg year and school councils.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be the Designated Teacher/Guidance Leader/Intervention Leader, tutor or another member of staff).
- To make provision for specific mentoring or counselling, in relation to promoting emotional well-being through a robust pastoral support programme that includes access to social skills groups, nurture groups and the Children and young People's Emotional Health and Wellbeing Service (CAMHS) as necessary.
- To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
- To ensure that students are getting their fair share of praise and rewards from the school's systems 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 vulnerable to any other safeguarding issues (eg bullying).

4.5 Teachers and Other Staff

- 4.5.1 Teachers and other relevant staff should be aware of Looked After Children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

Amendments

