



CHILDREN WHO ARE LOOKED AFTER

The policy builds on our values:

RESPECT ...ourselves, each other and our academy.

BELIEVE ...in ourselves, we can do it and we will never give up.

ACHIEVE ... our very best in all that we do.

‘Children who are ‘Looked After’ by the LA must be identified as children in need of additional support to ensure that they gain maximum life chance benefits from educational opportunities’

It is a stated priority at Government Level that the exclusions and attendance of all children in this group is closely monitored as this relates directly to their progress and life chances. We have a specific duty to deliver to this group of young people as they often have additional emotional and social needs, we therefore have a responsibility to ensure that these children are safe, happy and thrive at school so that they maximise their potential.

‘Children Looked After’ are children who are cared for on a voluntary basis by the local authority as well as those subject to Care Orders.

A child on a Care Order can be living:

- with foster carers
- in a children’s home
- with relatives
- with parents under the supervision of Children’s Services.

Similarly, an accommodated child can be living:

- in foster care
- in a children’s home

Designated member of staff – Melanie Wood

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The role of the Designated Teacher:

Within school systems:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children who are Looked After 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 Looked After;



- To promote the involvement of these children in extra-curricular activities such as school council and wider school life;
- To act as an advocate for Children who are Looked After to develop and monitor systems for liaising with carers and the local authority;
- 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 supervise the smooth induction of a new child in public care into the school and ensure smooth transition at all key points;
- To intervene if there is evidence of individual underachievement;
- 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 (the PEP should be initiated by the young person's social worker but will be driven by the school).

Liaison

- 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 Children who are Looked After care planning meetings;
- To be the name's contact for colleagues within the Local Authority;
- To ensure the speedy transfer of information between agencies and individuals.

Training

- To develop knowledge of local authority procedures by attending training events organised by the Local Authority;
- To cascade training to school staff as appropriate.

Named Governor – Jan Wood

The role of the Named Governor:

The Named Governor should be satisfied that the school's policies and procedures ensure that children who are looked-after have equal access to:

- public examinations;
- careers guidance;
- additional educational support;
- extra-curricular activities;
- work experience.

Responsibilities of all staff:

All staff must be aware of the difficulties and educational disadvantage faced by children who are looked after and schools need to put in place positive systems of support to overcome them.

This includes having a PEP (Personal Education Plan) involving close monitoring by staff, (Personal Tutor, Assertive Mentor, Designated Teacher) There must be clear and timely intervention in the case of underachievement, absence and social problems. This should include involvement of the Careers Service at appropriate times.



Each looked after student will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. In considering the Personal Education Plan for children, the school should consider:

- achievement record
- behaviour
- homework
- extra-curricular activities involvement
- special needs
- long term plans, including targets, career plans and aspirations.

The PEP will be updated termly, as part of the Statutory Reviewing process carried out by the social worker.

The SENCO (Special Education Needs Co-ordinator) or Designated Teacher should attend or contribute to Children Looked After review meetings.

The Designated Teacher should report to the Governing Body on key progress indicators for Children who are Looked After. This will include:

- the number of 'Children Looked After' in the school;
- a comparison of results compared to non-Looked After Children of similar ability
- the level of exclusions of Children Looked After.

This will enable Governors to monitor that 'Children Looked After' are being monitored and cared for in school.

School will ensure that a copy of all school reports are forwarded to the social worker as well as the carer so that progress can be discussed at the PEP meeting and interventions can be planned for. The school will ensure that accurate provision maps are kept, detailing the PPG spend for Children Looked After and will report details of progress to the Virtual School for Children who are Looked After as requested.

This policy was formally adopted on

Chair of Governors()

Date