

The Grange School

Looked After Children

Policy

May 2018

To review May 2019

Policy for The Grange School
for the
Education and Care of
Looked After Children

This policy needs to be read in conjunction with the statutory guidance.

Statutory framework

From 1 September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 to appoint a designated teacher to promote the educational achievement of looked after children who are on the school roll.

Key documents (Available from www.teachernet.gov.uk)

The Role and responsibilities of the Designated Teacher for Looked After Children-
Statutory guidance for school governing bodies (DCFS 01046-2009)

Improving the Attainment of Looked After Children in Primary School Guidance for Schools
(DCSF01047-2009)

Improving the Educational Attainment of Children in Care (Looked After Children) (DCSF 00523-2009)

Every Child Matters. <http://www.everychildmatters.gov.uk>

Children and Young Persons Act 2008. <http://www.hmsso.gov.uk/acts.htm>

A Better Education for Children in Care – Social Exclusion Unit Report September 2003.
<http://www.socialexclusionunit.gov.uk>

Policy Objective

The objective of this policy is to promote the educational achievement and welfare of looked after pupils as defined under section 52 of the Children Act 2004 . This policy is based on the advice given in “Supporting Looked After Learners” (DfES 2006) and endorses the Every Child Matters agenda.

Designated Teacher for Looked After Children – Vicki Masters

Designated Governor – Peter Banks

The role of the governing body

- The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act). For each Governing Body there will be a named Governor responsible for Looked After Children
- As a minimum governors must consider an annual report from the designated teacher. The governing body and school leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role.
- When the school admits a Looked After Child, the named governor will liaise with the Designated Teacher to monitor progress and identify any barriers to learning.
- This process should help identify issues for school improvement and feed into the SEF.
- The Governing Body will ensure that the school policies are reviewed from the point of view of Looked After Children.

The role of the Designated Teacher for Looked After Children

The designated teacher has lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The designated teacher:

- promotes a culture of high expectations and aspirations for how looked after children learn
- makes sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- has lead responsibility for the development and implementation of the child's personal education plan (ePEP) within the school and liaises with outside agencies.
- The designated teacher has ultimate responsibility for leading the process of target setting for individual looked after children in school and rigorously tracking their attainment progress.

Admissions

- The Grange School prioritise Looked After Children in our Admissions Policies.
- We will work to ensure that Looked After Children are admitted promptly after a request for a place has been made, to avoid unnecessary disruption to the child's schooling.

- On admission, records will be requested from the pupil's previous school and a meeting will be arranged with carer/parent/Social Worker as appropriate. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Personal Education Plan (ePEP)

- All Looked After Children (LAC) will have a current ePEP.
- If a LAC joins the school without an ePEP, the designated teacher should pursue the matter with the child's Social Worker who has a statutory duty to initiate the ePEP.
- The school will work alongside the assigned Social Worker to contribute to the education content of the ePEP.
- When a child leaves the school, it is the duty of the designated teacher to ensure that the ePEP is passed on to the next designated teacher.

Additional Educational Needs (e.g. SEN, G&T, Attendance & Behaviour)

The Grange school will ensure that any special educational needs are promptly identified, bearing in mind that Looked After Children may have missed schooling. Suitable learning support will be provided and the SENCO and Designated Teacher will be responsible for liaising with carers and other professionals.

Exclusions

It is important to be especially sensitive in relation to exclusions where looked after children are concerned. Every practicable means should be tried to maintain the child in school. In school we will find viable alternatives to fixed term / permanent exclusions in conjunction with the Local Authority. Exclusion of LAC should be an absolute last resort.

Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units 2008 (ref 00573-2008)