

Children Looked After Policy

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| First Presented to Governors for approval: | | | Click or tap here to enter text. | | |
| Proposed Review Cycle/Date: | | | Choose an item. | | |
| Review History | | | | | |
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Up Holland High School

Children Looked After Policy

UP HOLLAND HIGH SCHOOL POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN

Definition

Children Looked After (CLA) 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.

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.

Aims

That CLA will prosper as per the Every Child Matters agenda, which is to

- Stay safe
- Be healthy

- Enjoy and achieve
- Be involved
- Acquire economic well being

Rationale

- The national outcomes for CLA in terms of educational achievement and subsequent life chances are of real concern.
- 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.
- For CLA this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

ROLES AND PRIORITIES

The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision / outcomes for CLA are specifically recorded in –

- School Improvement Plan
- PEP
- Appropriate School Policies and Procedures
- Specific Reports on issues such as pupil progress in relation to targets, RAISEONLINE; exam results; attendance; behaviour, sanctions, exclusions; pupil voice.

The Headteacher and Leadership team will also -

- Provide an annual report on the provision for, and progress of, CLA to the Governing Body.
- Ensure staff are aware that the provision to support CLA is a key school priority.

- Give the Designated Teacher for CLA the time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in CLA in the school.
- Challenge negative stereotypes of CLA if they exist and to insist on the highest of expectations and especially in terms of CLA achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to CLA and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of CLA on the school's roll.

Governing Body

The Governing Body will appoint a Designated Teacher for CLA.

The Governing Body will receive reports on CLA as outlined above.

Designated Teacher

The Designated Teacher will

- Be a champion for CLA within the school and ensure that they are receiving special provision.
- Ensure that the CLA are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.

- Ensure that teachers who need to know are aware of who are CLA, and ensure that all staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure CLA 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.
- Ensure that all possible is being done to raise the achievement levels of CLA:-
 - the pupils are following an appropriate curriculum
 - the pupils 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;
 - the school's data tracking show on at least a termly basis if a pupil is underachieving with monitored intervention strategies then being put into place;

- the pupils are entered for SATs and public exams in all cases unless it is totally inappropriate;
 - the pupils have access to any booster support that is available in the school;
 - the pupils have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
 - pupils on the Special Educational Needs 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 times of transition (KS1 – KS2, KS2 – KS3);
 - pupils are completing homework on time and of good quality and that intervention takes place if this is not the case.
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- To ensure that CLA 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 pupil and to ensure that these are passed on should the pupil move school.
 - To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
 - To meet with the CLA weekly to check progress and to listen to his/her views about both in school and out of school issues.
 - To check with staff on a continuous basis how the pupils are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
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- To monitor attendance on a weekly basis and to report any concerns to the Pupil Attendance Support Team 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 undertake periodic pupil voice exercises.
 - To encourage pupils 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 school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
 - 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 mentoring or 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 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 CLA being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the CLA Health Support Team.
 - to liaise closely with the Virtual School for Children Looked After and contact them if access is needed to a Social Worker or a multi-agency team;
 - informing the Virtual School for Children Looked After of any problems out of school that seem to have been identified;
 - seeking the support of the Virtual School for Children Looked After if LA or other agency procedures do not seem to be giving necessary support to CLA;
 - keeping the ACERS Virtual School for Children Looked After informed about the general progress of CLA;
 - informing the ACERS Virtual School for Children Looked After if carers do not seem to be co-operating with the school in helping the pupil's educational development.
 - completing termly PEP plans for all CLA.

Teachers

To be aware of CLA 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.

PEPs

All PEP plans will be completed by the designated teacher for children looked after, in conjunction with the carer and their social worker. These will be completed on a termly basis in order to receive the Pupil Premium Grant for CLA.