



**Marston Moreteyne VC School
Education of Looked After Children
and Previously Looked After Children Policy**

Updated: January 2023

Review date: January 2024

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Introduction

Marston Moreteyne VC School are committed to providing quality education for all pupils, based on equality of opportunity, access and outcomes. This policy sets out the role all staff have in supporting and enhancing the educational experiences of 'Children Looked After'. The school recognises that nationally there is considerable educational under achievement of children in residential and foster care, when compared with their peers and is committed to implementing the principles and practice, as outlined in 'Guidance on The Education of Looked After Children' (May 2000) and Section 52 of the Children Act 2004.

A 'Child Looked After' (CLA) is any child or young person taken into care by the local authority ('in public care'), being accommodated by the local authority or remanded/detained. The child's placement may include living with a relative, emergency care and short or long term formal foster placement. A 'Previously Looked After Child (PLAC) is a child that is no longer looked after by a Local Authority in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order.

Accommodation (Section 20): A voluntary arrangement with parents as they may be ill, missing, unable to cope for a period of time. The parents retain parental responsibility.

In Care: If a court has granted a Care Order (Section 31) or interim care order (section 38) which it will issue if it believes a child is suffering or is likely to suffer significant harm. A Care Order gives additional parental responsibility to the local authority which it shares with the birth parents.

Remanded/ detained into care: Relates to children who are the subject of emergency orders. Police may use their powers of protection and courts may remand into care following criminal charges.

The local authority and the school are the 'corporate parents' of the child, as well as other professionals involved, and all have a duty to work together to ensure that the child/young person is fully supported during their period of compulsory education and beyond this if they choose to continue in education after the age of sixteen.

Looked After Children and Children Previously Looked After are recognised to be a very vulnerable group in terms of education and future life chances and may have some or all of the following issues:

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development

- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues
- Poor attachments to others

The Governing Body of MMVC School is committed to ensuring that these children are supported as fully as possible and, as part of its Corporate Parenting role, will ensure that the following are in place and are working effectively:

- A named Designated Teacher for Looked After Children ~ **Amanda Watts** (This must be a qualified teacher as described in the Statutory Instruments 2009 No 1538)
- A named Designated Governor ~ **Rebecca Eames**
- Personal Education Plans (PEP) for all Looked After Children up to the end of Year 11 and beyond this if the young person continues in education and chooses to continue the PEP
- All staff have a clear understanding of confidentiality and the issues that affect CLA
- Effective strategies that support the education of this vulnerable group
- Close working links with the local authority and all other involved professionals including the Virtual School Head teacher (or equivalent) for CLA

Role and Responsibility of the Designated Teacher

The Designated Teacher is **Amanda Watts** who will:

- Be an advocate for Children Looked After within the school
- Ensure a smooth and welcoming induction for any new Child Looked After and carer
- Ensure that a PEP is completed as soon as possible, working jointly with the child and carer, in liaison with the social worker and other relevant support workers/agencies
- Keep PEPs and other records up to date, particularly in time to inform review meetings
- Ensure that each child in public care has an identified member of staff who they can talk to (this will usually be the child's form tutor) and where appropriate, a trained peer mentor.
- Co-ordinate support for the child in school and liaise with other professionals and carers as necessary
- Ensure school staff receive relevant information and training to ensure progress and provide feedback for review meetings
- Ensure confidentiality for individual children and only share very personal information on a need to know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible
- Ensure the child and carer receive early notification of meetings, parents evenings and other events
- Encourage CLA to participate in extra curricular activities and out of hours learning where feasible, ensuring they are provided with any entitlements e.g. free music lessons where appropriate, access to the 16-19 bursary arrangements.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school during any transfer periods
- Seek urgent meetings with relevant parties where the child is experiencing difficulties or is in danger of exclusion

- Ensure wherever possible that exclusion is a last resort and where absolutely necessary is as short a period as possible seeking partnership arrangements with other schools for provision elsewhere if at all possible
- Track the progress of CLA within the school to ensure they remain "on track" and identify and ensure appropriate use of Pupil premium to support
- Ensure that returns on CLA are completed as requested by the local authority.

Personal Education Plans (PEP)

- All LAC must have a care plan; PEPs are an integral part of this care plan.
- The PEP is an evolving record of what needs to happen for a child to enable them to make the expected progress and fulfil their potential.
- The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.
- The school will work with other professionals and the child's carers to use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.
- All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.
- The PEP will address the child's full range of education and development needs, including:
 - access to nursery provision that is appropriate to the child's age.
 - On-going catch-up support, which will be made available for children who have fallen behind with work.
 - Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
 - Transitional support where needed, such as if a child is moving to a new school.
 - School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
 1. Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
 2. Out-of-school hours learning activities, study support and leisure interests.

Role and Responsibility of all staff:

- Ensure that any child in Local Authority Care is supported sensitively and that confidentiality is maintained
- Be familiar with and respond to requests for information to support the completion of PEPs and other review meetings
- Contribute to the Designated Teacher's request for information on educational attainment and needs as appropriate
- As with all children, ensure that no CLA or PLAC is stigmatised in any way
- Provide a supportive climate to ensure that a CLA or PLAC can achieve stability within the school setting
- Set high aspirations for the education and personal achievement of all CLA or PLAC
- Positively promote the self esteem of CLA and refer to the Gifted and Talented Co-ordinator as appropriate
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The SENDCo is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for LAC and previously-LAC if necessary.

- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously-LAC if necessary.

Role and Responsibility of the Governing Body:

- Ensure all governors are fully aware of the legal requirements and guidance for Child Looked After
- Be aware of whether the school has any CLA or PLAC on roll and how many in each year group
- Ensure there is a named Designated Teacher for CLA
- Liaise with the Head teacher to ensure the Designated Teacher is able to carry out their responsibilities in relation to CLA
- Support the Head teacher, Designated Teacher and other staff in ensuring the needs of CLA and PLAC are met
- Nominate a Governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (any reports must not include the names of CLA)
- Review the effectiveness of this policy as least every three years.

Confidentiality:

Information on Children Looked After will be shared with school staff on a 'need to know basis'. The Designated Teacher will discuss what information is shared with which staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person and other parties, complete confidentiality is to be maintained. Any reports to the Governing Body in relation to CLA and PLAC will not include names of children.

Training:

The Designated Teacher for Children Looked After will undertake regular training as provided by the local authority.

Local Authority:

The Virtual School Manager for Central Bedfordshire is Jackie Edwards Tel: 0300 300 4795

Linked School Policies:

- Child Protection
- Admissions
- Equal Opportunities
- Special Educational Needs
- Gifted and Talented
- Confidentiality.

Additional Reference Documents:

- The Importance of Teaching (2010)
- The Children Act 1989 Guidance and Regulations Vol2 Care Planning, Placement and Case Review (March 2010).
- Improving the Attainment of CLA in Secondary Schools.
- Improving the Attainment of CLA in Primary Schools.
- Statutory Instruments 2009 No. 1538 Designated Teacher (Looked After Pupils Regulations 2009)

Policy Reviewed: January 2023

| Governing Body | Designated Teacher | Whole School Staff |
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| <ul style="list-style-type: none"> • Ensure that the admission criteria and practice prioritises children looked after according to the DfE Admissions Code of Practice • Ensure all governors are fully aware of the legal requirements and guidance for Children Looked After • Ensure there is a designated teacher for Children Looked After • Liaise with the Headteacher, designated teacher, and all other staff to ensure the needs of Children Looked After are met • Nominate a governor with responsibility for CLA who links with the designated teacher, (the same governor with responsibility for Child Protection and SEN) • Receive regular reports from the designated teacher which should include <ul style="list-style-type: none"> ○ the number of Children Looked After on roll and the confirmation that they have a Personal Education Plan ○ their attendance, compared to other pupils ○ their attainment compared to other pupils ○ the number of fixed term and permanent exclusions (if any) ○ the destinations of pupils who leave the school • Ensure that the school's policies and procedures give Children Looked After equal access in respect of <ul style="list-style-type: none"> ○ Admission to school ○ National Curriculum and examinations both academic and vocational ○ Out of school learning and extra curricular activities ○ Work experience and careers guidance • Annually, review the effective implementation of the school policy for Children Looked After | <ul style="list-style-type: none"> • Be an advocate for Children Looked After • Attend relevant training for Children Looked After • Act as the key liaison professional for other agencies and individuals in relation to Children Looked After seeking advice from Children Looked After Advisory Teachers when appropriate. • Ensure that all Children Looked After receive a positive integration on entering the school • Ensure that all Children Looked After have an appropriate Personal Education Plan and that it is completed within 14 days of joining the school or of entering care (see Central Bedfordshire's Guidance on Personal Education Plans) • Keep Personal Education Plans and other records up to date and reviewed appropriately • Convene an urgent multi professional meeting if a Child Looked After is experiencing difficulties or at risk of exclusion. • Ensure confidentiality on individual children, sharing confidential/personal information on a need to know basis. • Act as the key advisor for staff and governors on issues relevant to Children Looked After. • Ensure that care and school liaison is effective including invitations to meetings and other school events • Actively encourage and promote out of hours learning and extra curricular activities for Children Looked After • Ensure speedy transfer of information when a Child Looked After transfers into another educational placement. • Contribute information to CLA reviews when required. • Provide regular reports to the Governing Body regarding CLA in the school and relevant policy and practice development. | <ul style="list-style-type: none"> • Actively contribute towards maintaining our inclusive ethos • Have high expectations of the educational and personal achievements of Children Looked After • Positively promote the raising of a Child Looked After's self esteem • On request contribute to reports; written or verbal • As appropriate, attend review and other professional meetings • Ensure any Child Looked After is supported sensitively and that confidentiality is maintained • Be familiar with the Guidance on Children Looked after and respond appropriately to requests for information to support Personal Education Plans, and review meetings • Liaise with the designated teachers where a Child Looked After is experiencing difficulties • Contribute to regular liaison with social care colleagues and other appropriate professionals • Keep appropriate records, confidentially as necessary, and make these available to other professionals as appropriate. |

