



**Park Hill Primary School**  
**Looked After Children Policy**

**Aim**

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

**Objectives**

**Looked After Children in this school will:**

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities

**Teachers and other staff in this school will:**

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them.
- plan for and meet the individual needs of Looked After Children.
- attend meetings as appropriate eg Looked After Reviews, Professionals' Meetings, ePEP Meetings.

**The Looked After Co-Ordinator and Senior Management will:**

- identify, arrange and/or deliver training to staff to enable the above to take place.
- ensure the development of effective and inclusive strategies to address the needs of Looked After Children.
- ensure the smooth transfer of information within school and between school, carers and other agencies.
- attend and /or chair meetings as appropriate e.g. Looked After Reviews, Professionals Meetings, ePEP Meetings.

**Induction**

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place:

The induction procedure will be as for all children, with meetings between staff and carers to ensure that there is a smooth process of admission to the school. However, in these circumstances staff should be prepared to make additional arrangements to ensure that any particular needs are catered for.



It is particularly important that teachers are aware that carers do not have parental responsibility and know who they should contact in particular circumstances.

### **Pastoral Support**

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place:

- class teacher to monitor well-being of child, through regular contact with child/carer.
- class teacher to liaise with LAC Co-ordinator/ Pastoral Care Co-ordinator/Inclusion and Additional Needs Leader as appropriate.
- LAC Co-ordinator to liaise with Education Access, Social Care and any other outside agency, as appropriate.

### **Information**

- The Looked After Co-Ordinator will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Electronic Personal Education Plan if in place. If there is no current ePEP, the Looked After Co-Ordinator will liaise with the Social Worker to ensure this is part of the initial meeting in school.
- Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Looked After Co-ordinator of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by the Looked After Co-ordinator.

Information to be gathered and recorded by LAC Co-Ordinator / Class Teacher may include:

- Parental responsibility
  - Transport issues
  - Arrangements for consultation evenings
  - Arrangements for written reporting to parents/carers
  - Arrangements for trip permissions
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- The Looked After Co-ordinator will talk to young people about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.



- Information about the academic attainment of all Looked After Children in school will be collected as follows:
  - The pupil's school record file.
  - SATs results.
  - Annual programme of school testing eg NFER tests, maths tests, Suffolk reading test

This information will be shared with staff and the Virtual School (previously LACES) using the normal school and Local Authority procedures. This information will be analysed by the Looked After Co-ordinator to measure the attainment of Looked After Children against the school population as a whole.

- Tracking systems in place include Fisher Family Trust and Target Tracker.
- Information about the attendance of Looked After Children will be collected as follows:
  - Attendance information is maintained and checked by administrative staff on a regular basis and any issues of concern are highlighted and the headteacher informed.
  - Information about the behaviour of Looked After Children will be collected using the established school procedures (see Behaviour Policy):
  - This information will be analysed by the Looked After Co-ordinator to identify individuals or groups of Looked After Children who are at increased risk of exclusion so early intervention can take place.

### **Strategies**

#### **Curriculum**

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- The Inclusion and Additional Needs Leader will look at all possible contributory factors, including factors which may be masking underlying learning difficulties, and gather a wide range of evidence in conjunction with other relevant staff
- Talk to the child

See SEND Policy for outline of school procedures for addressing learning difficulties.

Referral may be made to the Virtual School and/or contact made with Social Worker and Carers if usual school strategies are not successful.

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-



achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and compared to previous results. If progress is not as could be expected the LAC/Inclusion and Additional Needs Leader will work with staff, the Virtual School and carers to address identified issues, making use of funded initiatives such as work with the Virtual School.

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

### **Attendance**

If a Looked After Child is identified as having poor attendance or punctuality the Social Worker and carers will be contacted by the Looked After Co-ordinator to gain their support and collect any relevant information. We will continue to work with the School Education Welfare Officer who will be involved fully in planning and delivering strategies to improve attendance

### **Behaviour**

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage:

- The Social Worker and carers will be contacted by the Looked After Co-ordinator as soon as behaviour problems are identified or if there are significant changes to the behaviour of a looked after child.
- See Behaviour Policy for school procedures
- School discipline procedures may be modified following guidance from the Behaviour Support Service or the Virtual School (see below)
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, Behaviour Support and the Virtual School will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the problem behaviour. The responsibility for organising such a meeting lies with the Looked After Co-ordinator or Inclusion and Additional Needs Leader.
- We recognise that Looked After Children as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements. To reduce the likelihood of this occurring the school will always discuss these matters with the appropriate social worker / carers and / or representative of the Virtual School service before proceeding with any exclusion.

### **Homework**

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. The following



strategies are in place to help Looked After Children complete homework tasks as set for their peers.

- See Homework Policy
- Home-school agreement with foster carers

### **Extra-Curricular Activities**

We recognise that Looked After Children are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities because of poor relationships with their peers, for example. As we believe it is essential that Looked After Children are able to play a full part in school life, the following strategies are in place to help them to do this:

- The Looked After Co-ordinator will monitor the involvement of Looked After Children in extra-curricular activities through ePEP meetings
- The Looked After Co-ordinator will liaise with the young person, carers and Social Workers at ePEP meetings to try to promote involvement in extra-curricular activities.
- The Looked After Co-ordinator will liaise with LA support services such as the Virtual School to develop strategies for increasing the involvement of Looked After Children in extra-curricular activities if their uptake is shown to be low.

The success of all school strategies and use of funded initiative will be monitored and evaluated by:

- Collection and analysis of information
- Discussion with school staff, carers, Social Workers and staff from LA Support Services, both informally and during meetings e.g. those set up to write Electronic Personal Education Plans
- Discussions with Looked After Children
- Responsibility for monitoring and evaluation of school strategies lies with the headteacher and governors.

### **Liaison with External Services**

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Looked After Co-ordinator will devise and implement effective strategies and procedures for:

- Accessing additional support, funding or use of funded initiatives
- Liaising with Social Services to ensure all Looked After Children have a Personal Education Plan
- Participation in and co-ordination of Review and Planning meetings for Looked After Children.



- Statutory school procedures such as Annual Reviews for children with Statements of SEND will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

### **Roles and Responsibilities**

#### **The Looked After Co-ordinator is Mrs Vikki King**

The majority of the roles and responsibilities of the Looked After Co-ordinator are implicit in the above sections of this policy. In addition, the Looked After Co-ordinator will:

- Attend training sessions organised by the LA.
- Cascade this training to school staff.
- Arrange and/or deliver training to all staff, including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome.
- Liaise with the member of staff responsible for monitoring children on the Child Protection Register.
- Work closely with Social Workers to enable the writing of effective Electronic Personal Education Plans which will inform Care Plans.
- Attend, arrange for someone else to attend or contribute in other ways to SSD care planning meetings.
- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans.

#### **The Head Teacher and Senior Leadership**

The responsibility for the educational and personal well-being of Looked After Children rests with the Head-Teacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Leadership Team, the Head-Teacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Looked After Co-ordinator, are enabled to carry them out.

**The named Governor with special responsibility for Looked After Children is Mrs Jane Jones** who will report to the Governing Body on an annual basis:

- The number of Looked After pupils in the school
- A comparison of test scores for Looked After Children as a group, compared to those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- Pupil destinations



The named governor must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to:

- The National Curriculum
- Statutory assessments
- Additional educational support
- Appropriate pastoral support
- Extra-curricular activities

### **Evaluation**

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body (Standards and Improvement sub-committee.)

This policy will be updated annually or sooner if needed, by the LAC Co-ordinator.

Agreed by Governors: September 2017

Signed Chair of Governors:

Date:

Signed Head-teacher:

Date: