



BISHOP VESEY'S GRAMMAR SCHOOL

Looked After Children Policy

Teaching & Support Staff

Staff covered by this procedure:	Teaching and support staff
Review prepared by:	Assistant Headteacher i/c Safeguarding – Kate Steadman
Review date/by whom	October 2017 by Learning and Teaching Committee
School's next review date/by whom:	Autumn 2019 by Learning and Teaching Committee
Ratified by Governing Body where applicable:	
Signed by Chair of Learning and Teaching Committee:	



Bishop Vesey's Grammar School

Looked After Children Policy

Introduction

This policy is written with the United Nations Convention of the Rights of The Child in Mind. All of our policies bear in mind Articles 3 and 28 - the child's best interests and the right of the child to an education. This policy also bears in mind Article 25 (right to review if placed into care for treatment or protection).

1.1 The Objective:

To promote the educational achievement and welfare of looked after children on the roll of the school.

1.2 The Name of the Designated Teacher for Looked After Children for the school: Kate Steadman

1.3 The Policy:

The governing body of Bishop Vesey's Grammar School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in DfEE Circular 2000, DfEE/DOH Guidance 2000 and the statutory guidance to promote the educational achievement of looked after children under section 52 of the Children Act 2004, the Role and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009).

1.4 Definition:

Looked After Children 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.

2.1 Admission Arrangements

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

2.2 Involve the Young Person

2.2.1

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and



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understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

- 2.2.2 It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings
- 2.2.3 It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

2.3 Assessment, Monitoring and Review Procedures

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will identify specific areas of focus and include targets and associated action to improve the student performance or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences);
- Long term plans and aspirations (targets including progress, career plans and aspirations);
- Educational Data so that progress may be easily tracked between Key Stages;
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour.

The PEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

3 Communication with Other Agencies

Bishop Vesey's Grammar School will ensure that a copy of all reports (e.g. end of year reports) is forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

Schools, Education Inclusion and the Vulnerable Children's Service should endeavour to co-ordinate their review meetings, e.g. to have an Annual Review of a Statement combined with a Statutory Care Review.

Vulnerable Children's Service, the Education Inclusion Service and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.



4 Role and responsibilities of the Designated Teacher:

The Designated Teacher should:

- Be an advocate for Looked After Children;
- Ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated;
- Advise on the most effective use of the Pupil Premium during the Personal Education Planning meeting.
- Ensure that the Pupil Premium funding and additional budget share funding where relevant is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced;
- Ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them;
- Inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in extra- curricular activities;
- Develop and monitor systems for liaising with carers and colleagues in Children's Services and birth parents where appropriate;
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- Intervene if there is evidence of absence from school or internal truancy;
- Inform the planning and where relevant, transition for looked after children both in Year 7 and post 16;
- Ensure that a Personal Education Plan is completed, as soon as possible and is prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, where in place. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans;
- Ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them;
- Report to the Governing Body at least on an annual basis on the outcomes for looked after children;
- Keep informed of any updated guidance from DfE or other research or policy;
- Ensure that a Personal Education Plan is completed, as soon as possible (at least within 20 days of entering care or joining a new school). This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, where in place. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed, concurrently with the Care Plan, ie: within 28 days, 3 months and 6 months and, at least, every 6 months;
- Ensure that each Looked After child has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher);



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5 Roles and responsibilities of all staff

- ensure that any Looked After child is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on Looked After Children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to Looked After child's request to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no Looked After child is stigmatised in any way;
- provide a supportive climate to enable a child in public care to achieve stability within the school setting;
- as with all children, have high aspirations for the educational and personal achievement of Looked After Children;
- positively promote the self- esteem of Looked After Children.

6 Role and responsibility of the governing body

The governing body of this school will:

- ensure all governors are fully aware of the legal requirements and guidance for Looked After Children;
- be aware of whether the school has Looked After Children and how many (no names);
- ensure that there is a named Designated Teacher for Looked After Children;
- liaise with the Head Teacher, Dominic Robson, to ensure that the Designated Teacher is enabled to carry out her responsibilities in relation to Looked After Children;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Looked After Children are met;
- nominate a governor, Colette Robinson, who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body. These reports should not include any names of individual children for child protection and confidentiality reasons;
- review the effective implementation of this policy, preferably annually and at least every three years.