



BISHOP VESEY'S GRAMMAR SCHOOL
Looked After and Previously 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	5 December 2019 by the Full Board of Governors
School's next review date/by whom:	Autumn 2021 by the Full Board of Governors
Signed by Chair of Governors	

Looked After and Previously 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 and previously looked after children on the roll of the school.

1.2 The Name of the Designated Teacher for Looked After and Previously 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, DFE Guidance on the Role of The Designated Teacher for Looked After and Previously Looked After Children February 2018.

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.

Previously Looked After Children are those who have been subject to one of the above and are now adopted, subject to special guardianship or arrangement orders.

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 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 looked after 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:

4.1 Designated teachers are also likely to have a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation. This can be achieved by:

- contributing to the development and review of whole school policies and procedures ensure that they do not unintentionally put looked-after and previously looked-after children at a disadvantage;
- effective induction for looked-after and previously looked-after children starting school, new to the school and new to care;
- effective procedures in place to support a looked-after child's learning;
- taking account of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what s/he can achieve;
- effectively supported transitions to the next phase of a child's education to avoid children losing ground – e.g. moving schools from primary to secondary school or because of a change in placement or exclusion;
- thought being given to the future, careers advice and guidance, and financial information about where appropriate further and higher education, training and employment;
- reminding parents and guardians of previously looked-after children when enrolling that they should inform the school if their child is eligible to attract PP+;
- ensuring there are no barriers to looked-after children accessing the general activities and experiences the school offers to all its pupils (e.g. taking into account possible transport difficulties and the arrangements for looked-after children to attend meetings);
- promoting a culture in which looked after and previously looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning;
- prioritising selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support;
- encouraging participation in school activities and in decision making within the school and the care system;
- encouraging the belief they can succeed and aspire to further and higher education or highly skilled jobs;
- discussing difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult;
- being a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are looked-after or previously looked-after children; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked-after and previously looked-after children, and help them and their

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teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.;

- working directly with looked-after and previously looked-after children and their carers, parents or guardians to promote good home-school links;
- supporting progress by paying particular attention to effective communication with carers, parents or guardians;
- ensuring carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home;
- ensuring carers, parents or guardians are aware of how the school teaches key skills such as reading and numeracy; and
- encouraging high aspirations and working with the child to plan for their future success and fulfilment.

4.2 When supporting previously looked-after children, designated teachers should be aware of the following: the Virtual School Head must provide information and advice to parents and designated teachers on meeting the needs of these children - this may be general information, including training opportunities, or information and advice on individual children at the request of their parents or designated teacher. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Head for advice on meeting their individual needs.

5 Roles and responsibilities of all staff

All staff will:

- ensure that any Looked After child is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on Looked After and Previously 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 and Previously 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 or Previously 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 and Previously Looked After Children;
- positively promote the self-esteem of Looked After and Previously 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 and Previously Looked After Children;

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- be aware of whether the school has Looked After and Previously Looked After Children and how many (no names);
- ensure that there is a named Designated Teacher for Looked After and Previously Looked After Children (Kate Steadman);
- 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 and Previously Looked After Children;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Looked After and Previously Looked After Children are met;
- nominate a governor, (Joanna Davis), 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.