



MILECASTLE PRIMARY SCHOOL **POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN**

AIM

At Milecastle Primary School we will seek to ensure that looked after children gain maximum benefits from the educational, social, sporting, leisure and cultural opportunities provided by the school. All staff will work collaboratively to raise expectations, recognise and reward achievement and be sensitive to responding appropriately to the differing needs of young people, their carers and social services to provide continuity of educational provision in order to raise levels of achievement.

PURPOSE

The school will work in close collaboration with carers, social services and other agencies to encourage punctuality and regular attendance, high standards of behaviour and achievement and full involvement, by pupils, in the life of the school.

The school will:

- contribute to, and maintain, a Personal Educational Plan (PEP) with targets agreed with the pupil and reviewed on a regular basis;
- liaise with carers and designated social workers to provide positive feedback on achievement and to support early intervention should difficulties arise;
- through discussion with pupils, carers and social workers, seek to identify and overcome any barriers to educational achievement, responding sensitively to any traumatic life events, emotional difficulties and special educational needs;
- through academic and pastoral support seek to meet the range of temporary and long term needs of the pupils;
- seek to maintain effective links with carers and designated social workers to encourage supporting school visits such as parents evenings, school concerts etc to establish and maintain home/school contracts, homework diaries;
- provide carers, social workers, and where appropriate, natural parents with written information about school policies and regular written reports on pupil progress;
- work collaboratively to support any learning difficulty and manage any behavioural problems;
- work with carers and the educational welfare service to ensure regular attendance and punctuality;

- contribute to educational advice and, when appropriate, attend meetings arranged by support agencies.

GUIDANCE

It should not be assumed that a pupil in care has special educational needs. However, like their peers, they may have at some time in their education special educational needs which require assessment and an appropriate response or provision.

It is almost inevitable that children and young people who are separated from their families will have emotional and behavioural responses to that separation that need managing. Some children have suffered long-term abuse and neglect which may require a sensitive and individualised response. Close liaison between school, carer and social worker is required to effectively manage the difficult behaviour and prevent any possible exclusion.

The nature of some experiences may be such that careful consideration of issues concerning confidentiality will be required.

Children and young people should be involved in regular review of their educational progress and targets.

Where possible it will be beneficial to link reviews. This should apply particularly to those pupils who are subject to a statement of special educational needs when a joint LAC review and SEN review is organised.

CONCLUSION

Looked after children have a right to expect the outcomes we want for every child - that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for looked after children, Milecastle Primary School will demonstrate the strongest commitment to helping every child achieve the highest educational standards he or she possibly can.

IMPLEMENTATION OF POLICY: NOVEMBER 2006

POLICY REVIEWED: APRIL 2011
OCTOBER 2012

GOVERNOR SIGNATURE _____

LOOKED AFTER CHILDREN POLICY ATTACHMENTS

RESPONSIBILITIES OF THE HEADTEACHER

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher be unavailable. At Milecastle this will be the Headteacher and the Deputy Headteacher.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and any related guidance.

RESPONSIBILITY OF THE GOVERNING BODY

- Identify a nominated governor for Looked After Children. At Milecastle this will be the governor with responsibility for safeguarding.
- Ensure that all governors are fully aware of the legal requirements and guidance on the education of Looked After Children.
- Ensure that the school has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures meet their needs.

THE GOVERNING BODY WILL:

- monitor the academic progress of Looked After Children through an annual report. This will be part of the headteacher's report to governors.
- work to prevent exclusions and reduce time out of school by ensuring the school implements policies and procedures to ensure Looked After Children achieve and enjoy their time in school. This may involve recognising the additional problems an exclusion may cause a Looked After Child and only use exclusion as a last resort.
- ensure that the school has a Designated Teacher and that he/she is enabled to carry out the responsibilities of the role.
- support the headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- receive a report once a year detailing:
 1. the number of looked after pupils on roll (if any).
 2. their attendance as a discrete group compared to other pupils.
 3. their SAT results as a discrete group compared to other pupils.
 4. the number of fixed term and permanent exclusions (if any).
 5. the destination of pupils who leave the school.

The information in the report should be presented to preserve the anonymity and respect the confidentiality of the pupil(s).

THE ROLE OF THE DESIGNATED TEACHER

Government guidance states that the Designated Teacher should be 'someone with sufficient authority to make things happen..... [who] should be an advocate for Looked After Children, assessing services and support, and that the school shares and supports high expectations for them'.

Governors should be aware that all schools are already required to have a Designated Teacher for L.A.C. It is strongly recommended that this person should be a member of the senior management team. Training for Designated Teachers is available through the LAC Advisory Team. Governors should be aware that Ofsted inspectors will focus on LAC, monitoring how the school has promoted their inclusion and attainment and the effectiveness of joint working with other supporting services.

Milecastle's Designated Teacher will:

- ensure a welcome and smooth induction for the child and his/her carer, using the Personal Education Plan to plan for transition in consultation with the child's social worker.
- ensure that a Personal Education Plan is completed with the child, the social worker, the carer and any other relevant people at least 2 weeks before the Care Plan reviews.
- ensure that each LAC has an identified adult in school to whom they can talk. This may not be the Designated Teacher but any adult with whom the child can talk.
- track academic progress and target support appropriately.
- co-ordinate any support for Looked After Children that is necessary within school.
- ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- encourage Looked After Children to join in extra - curricular activities and out of school learning.
- ensure, as far as possible, attendance at planning and review meetings.
- act as an advisor to staff and governors, raising their awareness of the needs of Looked After Children.
- set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- ensure the speedy transfer of information between individuals, agencies and schools.
- be proactive in supporting transition and planning when moving to a new phase of education.
- track academic progress and target support appropriately.
- promote inclusion in all aspects of school life.

- be aware that a high percentage of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school using the school's anti-bullying policy.
- ensure that all monitoring information is returned to the LAC team.

THE RESPONSIBILITIES OF ALL STAFF

All staff at Milecastle will:

- have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils.
- maintain the confidentiality of Looked After Children and ensure they are supported sensitively.
- respond positively to be the named member of staff whom they can talk to if they feel it is necessary.
- work to enable Looked After Children to achieve stability and success within school.
- promote the self-esteem of Looked After Children.
- have an understanding of the key issues that may impact on the learning of Looked After Children.
- supply information to support review for Looked After Children.