

Sylvester Primary Academy



Children Looked After Policy

Reviewed and Adopted: September 2017

Policy for Children Looked After

Definition

Looked After is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order.

The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

Sylvester Primary Academy recognises that Children Looked After may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Sylvester Primary Academy's commitment to Children Looked After

- Nationally, Children Looked After significantly underachieve and are at greater risk of exclusion compared with their peers.
- Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances.
- Helping CLA succeed and providing a better future for them is a key priority in our school.
- Sylvester Primary Academy recognises that Children Looked After can experience specific and significant disadvantage within a school setting, and is committed to ensuring they reach their potential in all areas.
- We are aware that Children Looked After may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Sylvester Primary Academy is committed to enhancing the achievement and welfare of Children Looked After in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of CLA.
- Appointing a named governor for CLA.

- All Children Looked After will have a Personal Education Plan (PEP) drawn up between the school, the child, the child's social worker and the carer, which will identify the child's individual needs and the support they require.

Sylvester Primary Academy will advocate for the child and promote involvement of the Inclusion Manager and any other necessary agency for additional academic and behavioural resources when required.

PRINCIPAL

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Children Looked After and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children Looked After to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

GOVERNING BODY

- Identify a nominated Governor for Children Looked After
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children Looked After
- Ensure the school has an overview of the needs and progress of Children Looked After
- Allocate resources to meet the needs of Children Looked After.
- Ensure the school's other policies and procedures support their needs.

Procedures: the Governing Body will:

- Monitor the academic progress of Children Looked After, through the Principal's Reports
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Children Looked After achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Ensure that the school has a Designated Member of Staff for CLA and that the Designated Member of Staff for CLA is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Children Looked After are recognised and met.
- Receive a report once a year setting out:

1. The number of looked-after pupils on the school's roll (if any).
2. Their attendance, as a discreet group, compared to other pupils.
3. Their Teacher Assessment and QCA test scores, as a discreet group, compared to other pupils.
4. The number of fixed term and permanent exclusions (if any).

5. The destinations of pupils who leave the school.
6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

Designated Member of Staff for CLA

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each Children Looked After has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Children Looked After that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Children Looked After 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 Children Looked After.
- 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 – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Children Looked After say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's antibullying policy.
- Ensure that the data on attendance and attainment is discussed on a termly basis with the Education Change Partner

ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of Children Looked After, as for all pupils.
- Maintain the confidentiality of Children Looked After and ensure they are supported sensitively.
- Respond promptly to the Designated Member of Staff for CLA requests for information.

- Work to enable Children Looked After to achieve stability and success within school.
- Promote the self-esteem of all Children Looked After.
- Have an understanding of the key issues that affect the learning of Children Looked After
- Be aware that 60% of Children Looked After say they are bullied so work to prevent bullying in line with the School's policy.

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