

## **Children who are Looked After Policy**

**UNCRC Articles: 20, 25 & 39**

Reviewed by:	Teaching, Learning & Achievement Committee
Signed (Governing Board):	
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**Produced by Turton School**  
(To be reviewed every 3 years)

## **Children Who Are Looked After Policy**

At Turton we believe that all children should be treated fairly and as individuals, regardless of their background or circumstances. We are pro-active in our efforts to improve the quality of life and life chances for looked after children.

This policy is supported by the UNCRC, in particular article 20, '***children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language,***' and article 25, '***children who are looked after by the local authority, rather than their parents, should have their situation reviewed regularly,***' and article 39, '***children who have been neglected or abused should receive special help to restore their self-respect.***'

It is our policy that:

- All children, including children who are looked after will have equal access to all aspects of education including the full curriculum, exams and tests, careers guidance, extra-curricular activities, work experience, additional educational support.
  - We will ensure that children who are looked after are not discriminated against in terms of admission to the school.
  - Guidelines will be in place to ensure there is no discrimination against children who are looked after from staff nor from other pupils.
  - There will be a clear statement of responsibilities and procedures regarding liaison over CLA with appropriate support agencies.
  - The curriculum will be sensitive to the sensibilities of CLA.
  - Staff will be trained to understand and meet the needs of CLA in public care.
  - A senior member of staff takes responsibilities for the regular monitoring and tracking of CLA and their PEP meetings.
  - They will also ensure the PP grant is spent in consultation with pupil carers and social care to ensure continued progress academically and socially.
- a) **The Objective**  
To promote the educational achievement and welfare of CLA.
- b) **The Co-ordinator for Children who are Looked After**  
Ursula Hodgson (Deputy Head Teacher) is the senior member of staff responsible for CLA.
- c) **Training**  
The co-ordinator will:-
- develop knowledge of SSD/Education procedures by attending training events organised by the Local Authority; and
  - cascade training to school staff as appropriate.
- d) **Heads of Year will be responsible for all CLA in their Year Group**

# Guidelines for Heads of Year

## **Heads of Year will:**

- ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 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 looked after and promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc., where appropriate.
- act as an advocate for children and young people in public care.
- develop and monitor systems for liaising with carers, the Social Services Department (SSD) and the Education Service.
- hold a supervisory brief for all children being looked-after, e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- monitor the educational progress of all children who are looked after in order to inform the school's improvement plan.
- intervene if there is evidence of individual underachievement, absence from school or internal truancy.
- ensure the involvement of the Careers Service with children in Years 10 and 11 who are looked after.
- value the educational potential of all children who are looked after.
- repeat the need to share personal information, sensitively and on a need to know basis with staff.
- value the multi-disciplinary approach to children who are looked after in the public care system.

## **Work with Individual Children Who Are Looked After:**

### **Heads of Year will:**

- supervise the smooth induction of a new children who are looked after into school.
- with the SENCO, work with individual children, possibly through a carer, to arrive at a statement about the child's circumstances that he/she would be happy to share with staff and/or pupils.
- enable the child to make a contribution to the educational aspects of their Care Plan.

- help ensure that each pupil has a Personal Education Plan (initiated by the young person's Social Worker and overseen by the LA CLA Officer) which is actively monitored and reviewed.
- all appropriate documentation should be reflected within the plan i.e. IEP, IBP, PSP.
- encourage looked-after children to have ownership of the PEP.
- ensure a Home-School agreement is drawn up with the primary carer and signed by the Social Worker.

#### **Liaison:**

#### **Heads of Year will:**

- liaise with the member of staff responsible for monitoring children on the Child Protection Register.
- update the PEP one month in advance of the review meeting and provide a copy for the Co-ordinator (Natalie Parry).
- Attend and provide a copy of the PEP for the SSD review meeting.
- ensure the speedy transfer of information between agencies and individuals and report on the progress of all looked-after children to Education Access.

#### **e) The Governor with the responsibility for Children who are Looked After**

The named governor will report to the Governing Board on an annual basis:

- the number of CLA on role:
- gender split
- age/key stage split
- a comparison of test scores as a discrete group, compared with those of other pupils;
- SEN profile
- Attendance data;
- Exclusion data;
- Type of care placements
- SATS results
- GCSE or equivalent results
- Alternative educational programmes (if appropriate)
- Pupil destinations
- Confidentiality must be maintained

The named governor should be satisfied that the school's policies and procedures ensure that CLA have equal access to:

- the full curriculum;
- public examinations;
- careers guidance;
- additional educational support;
- extra curricular activities;
- work experience.

f) **Assessment, Monitoring and Review Procedures**

Each CLA will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker should take a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- attendance;
- achievement record (academic or otherwise);
- behaviour;
- homework;
- involvement in extra-curricular activities;
- special needs (if any);
- 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).

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by the Social Services Department.

The named governor will report annually to the Governing Board on the progress of all CLA against the key indicators outlined above.