

Looked-After Children Policy

UNCRC Articles: 20, 25 & 39

Reviewed by:	Pupil Development, Wellbeing and Safeguarding Committee.
Signed (Governing Board):	
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Produced by Turton School
(To be reviewed every 3 years)

Looked-After Children 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, '**looked-after children 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 looked-after children 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 looked-after children are not discriminated against in terms of admission to the school.
 - Guidelines will be in place to ensure there is no discrimination against looked-after children from staff nor from other pupils.
 - There will be a clear statement of responsibilities and procedures regarding liaison over LAC with appropriate support agencies.
 - The curriculum will be sensitive to the sensibilities of LAC.
 - Staff will be trained to understand and meet the needs of LAC in public care.
 - A senior member of staff takes responsibilities for the regular monitoring and tracking of LAC 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 LAC.
- b) **The Designated Teacher for Looked-After Children**
Nat Parry (Assistant Head Teacher) is the senior member of staff responsible for LAC.
- c) **Training**
The co-ordinator will:-
- develop knowledge of Children's Services/Education procedures by attending training events organised by the Local Authority; and
 - cascade training to school staff as appropriate.
- d) **Kelly Hibbert (Mentor of LAC) will be responsible for all LAC in each year group in consultation with Heads of Year.**

Guidelines for Heads of Year and LAC Mentor

Heads of Year and LAC Mentor 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 looked-after children 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 Children's Services and the Education Service
- hold a supervisory brief for all looked-after children, 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 looked-after children 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 looked-after children
- repeat the need to share personal information, sensitively and on a need to know basis with staff.

Work with Individual Looked-After children:

Heads of Year and LAC Mentor will:

- supervise the smooth induction of a new looked-after child if they are new to the 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 Independent Reviewing Officer) which is actively monitored and reviewed

- encourage looked-after children to have ownership of the PEP.

Liaison:

Heads of Year and LAC member will:

- liaise with the member of staff responsible for monitoring children on the Child Protection Register
- attend and provide a copy of the PEP for the Statutory Review meeting
- ensure the speedy transfer of information between agencies and individuals and report on the progress of all looked-after children to the Independent Reviewing Officer (IRO).

e) The Governor with the responsibility for Looked-After Children

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

- the number of LAC 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 LAC 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 LAC 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 Children's Services Department.

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