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St Helena's Church of England Primary, Willoughby

"It is our responsibility to learn and achieve our dreams as a family."

Opening minds, widening horizons and developing a better world

Children Looked After Policy

Valuing Community, Compassion, Endurance, Friendship, Hope, Respect, Thankfulness,
Wisdom

1. As Governors and teachers of St Helena's CE Primary school, we aim to:
 - **make a real difference in helping to provide the best possible education for looked after children as much as any other.**
 - **seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place.**
 - **be fully inclusive**
 - **challenge negative views and stereotypes.**
 - **offer support to and work with their foster carers on how to assist the young person's learning and enhance educational opportunities.**
2. We will support the Government's agenda for giving all looked after children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society, and achieve economic well being.
3. The Children Act 2004 places duty on us all as corporate parents to work together to promote the educational achievement of looked after children. We recognise that schools and teachers are at the very heart of this process so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable group.
4. We recognise our responsibilities as governors and teachers and we actively want to support the local authority in undertaking its statutory responsibility, under section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.
5. As school Governors we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of looked after children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.
6. As a governing board we will introduce a monitoring procedure where we will look closely at the progress that looked after children are making in our school and identify if there are barriers to their next steps of learning and progress.
7. We will introduce an annual reporting cycle on the progress and performance of looked after children, to be presented to the full governing body by our appointed

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Designated Teacher during the autumn term of each academic year as a standing agenda item.

8. As a governing board we will require our Designated Teacher to carry out the specific duties below in relation to the looked after children attending this school.
9. We will require our appointed Designated Teacher to undertake the recommendations set down in the statutory guidance entitled: **The Role and Responsibilities of the Designated Teacher for Looked After Children 2009**.

In this context the **Designated Teacher** will:

- Become the central point of contact at this school for all professionals and agencies working with and supporting the individual looked after children we have on roll.
- Take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan (electronic for Lincolnshire children). The EPEP should be established within a 20-school working day period for any looked after child starting on roll. This to include the gradual addition and updating of further information over time e.g. attendance, attainment and progress results.
- Attend relevant update training and cascade information for staff development and updating regarding looked after children
- Ensure that personal information is handled carefully and sensitively and that the child's wishes and preferences are taken into account
- Establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews
- Provide support and sanctuary to help settle a looked after child into the school, and at other times; ensure the looked after child feels safe, knows who to trust and who to go to if they feel the need for support
- Ensure the transfer of records if a looked after child moves school
- Provide written information to assist planning, reviews and reporting as required
- Seek and prioritise meetings with and referrals to appropriate external agencies in situations that require external support

10. In addition we will require our school **Teaching and Support Staff** to assist in the implementation and support of this policy for looked after children by requiring all to:

- Ensure the appropriate sensitivities and confidentiality are maintained
- Be familiar with and respond appropriately to requests for progress and/or attainment information in to compile the EPEP and other documentation necessary for reviews
- Respond positively to any request by a child to be the person they want to talk with
- Ensure that no child in care becomes a victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated.
- Positively promote the self esteem of looked after children
- Convey high aspirations for their educational and personal achievement.

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11. As a **Governing Board** we will endeavour to raise expectations for achievement of looked after children and encourage them to do well by combining high expectation and standards with inclusion.
12. We will consider and set appropriately challenging targets and in so doing facilitate the appropriate resources in order to support the child to reach those targets.
13. We will monitor and evaluate the impact of our school provision, teaching and learning and support for looked after children. The annual reporting cycle will be introduced which informs on the following key aspects of provision:
 - The number of looked after children on roll
 - Attendance statistics for any authorised and unauthorised absence
 - The frequency, circumstance and reasons for any recorded exclusion
 - How they are performing in core subjects, their progress and any value added measure when compared against initial baseline assessment
 - The frequency of them taking part in extra curricular activities
 - The attainment relative to the targets set in core and foundation subject
 - The provision arrangements for additional support identified to include 1:1 tuition at school and any externally added booster work provided in the care home
 - The quality and updating of the educational targets recorded in the PEP.
14. We are aware that the new OFSTED inspection framework will consider the provisions that we, as a whole school, have put in place to support looked after children. We understand that a judgement will be made within the OFSTED framework in terms of how far this school is able to support looked after young people. The formal report will include comments about the progress and support provided to these vulnerable young people.

The name of our appointed Designated Governor is: Mrs M. Fulwood

The name of our school's Designated Teacher is: Mr E Anderson

This policy will be reviewed annually.