



LOOKED AFTER CHILDREN POLICY

September: 2020

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1. Introduction

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be

healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Designated Teacher: Rachel Anthony

Designated Governor: Andrew Roberts

Thames View Junior believes that in partnership with London Borough of Barking and Dagenham as parents we have a special duty to safeguard and promote the education of Looked After Children.

Who are Looked After Children? Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

1. children who are accommodated under a voluntary agreement with their parents (section 20)
2. children who are the subjects of a care order (section 31) or interim care order (section 38)
3. children who are the subjects of emergency orders for their protection (sections 44 and 46)
4. children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section

31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Looked After Children' -LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

LAC reviews, involving the school, will take place up until an adoption order has been granted.

However Pupil Premium Plus funding will continue for LAC until they are 16 years old.

2. AIMS

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our looked after children and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.

To ensure that school policies and procedures are followed for LAC as for all children.

To work with the Virtual School and ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment.

To fulfil our schools' role we promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?' Our school's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

3. Thames View Junior School recognises that it is a statutory requirement to:

- Nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

4. The Role and Responsibilities of The Designated Teacher for Looked After Children

Designated teacher (DT)

The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act).

The designated teacher must be a qualified teacher or a member of staff who is likely to gain QTS by September 2014.

Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC. They need to be able to influence decisions about the teaching and learning of these children.

The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)

- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.
- Producing at least one annual report* to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of LAC, how the DesT works in partnership with the LA, training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.

Our School will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

5. The Role and Responsibility of the Governing Body

- Support the local authority in its statutory duty to promote the educational achievement of looked after children.
- Ensure that the DT is given the appropriate level of support in order to fulfil their role.
- In partnership with the head teacher, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of LAC.
- Governing bodies and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting LAC to achieve.
- The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

- Oversubscription criteria
- The school code of conduct
- Behaviour and Engagement Policy
- Anti-bullying Policy
- Home-school agreement
- Equal Opportunities Policy