

| Elizabeth Woodville School | |
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| Policy Name: | Children In Care Education and Care Policy |
| Owner: | SENDCo |
| Statutory: | Yes |
| Date Ratified: | By Governing Body December 2023 |
| Review date: | December 2024 |

This policy needs to be read in conjunction with the statutory guidance.

We believe that:

- We are all different, and we all have the potential to achieve
- We achieve more when we work together
- We have the right to feel safe and to enjoy our learning

Because we share these beliefs, we place high value on the qualities of:

- Ambition – setting challenging goals to work towards
- Confidence – having belief in our potential to achieve these goals
- Curiosity – demonstrating intellectual enquiry and asking questions
- Leadership – influencing others to make positive changes
- Respect – having due regard for the feelings of others and for the environment

Statutory framework

From 1 September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 to appoint a designated teacher to promote the educational achievement of looked after children who are on the school roll.

Key documents (Available from www.teachernet.gov.uk)

- The Special Educational Needs and Disability Code of Practice 2014 section 10
- Promoting the education of looked after children: statutory guidance July 2014
- The Children Act 1989 as amended by the Children and Families Act 2014
- The Designated Teacher (Looked after Pupils etc) Regulations 2009
- The Apprenticeship, Skills and Learning Act 2009

The Role and responsibilities of the Designated Teacher for Looked After Children - Statutory guidance for school governing bodies (DCFS 01046-2009)

Improving the Attainment of Looked After Young People in Secondary Schools Guidance for Schools
(DCSF 01048- 2009)

Improving the Educational Attainment of Children in Care (Looked After Children) (DCSF 00523- 2009) Every Child Matters. <http://www.everychildmatters.gov.uk>
Children and Young Persons Act 2008. <http://www.hmsso.gov.uk/acts.htm>

A Better Education for Children in Care – Social Exclusion Unit Report September 2003.
<http://www.socialexclusionunit.gov.uk>

Policy Objective

This document is a statement of the aims, principles and strategies to promote the educational achievement and welfare of Looked After Children at Elizabeth Woodville School Academy. The application of this policy is the responsibility of all staff. The objective of the policy is to promote the educational achievement and welfare of looked after pupils as defined under section 52 of the Children Act 2004. This policy is based on the advice given in “Supporting Looked After Learners” (DfES 2006) and endorses the Every Child Matters agenda.

Aims

To provide a safe, secure and welcoming environment for looked after children which enables them to achieve their potential. To ensure that looked after children have access to all opportunities and support they need to achieve their potential

The role of the Academy Improvement Board

- The AIB must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act). For each AIB there will be a named Governor responsible for Looked After Children
- As a minimum governors must consider an annual report from the designated teacher which contains the information described in section 2.10 of this guidance. The AIB and school leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role.
- When the school admits a Looked After Child, the named governor will liaise with the Designated Teacher – to monitor progress and identify any barriers to learning.
- Ensure that there is a clear policy on professional development for all staff in contact with looked after children.
- This process should help identify issues for school improvement and feed into the SEF.
- The AIB will ensure that the school policies are reviewed from the point of view of Looked After Children.

The role of the Head of School

- The Head of School will appoint and support a designated teacher for looked after children with suitable seniority, knowledge and experience and who will undertake some of the key responsibilities. The Headteacher/Head of School will consider and act on the annual report on looked after children and ensure that all staff have a full understanding of the principles and expectations for looked after children.

The role of the Designated Teacher for Looked After Children

The designated teacher should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. He/she is the main contact for social services and The Virtual School for looked after children. The designated teacher at EWS is Claire Wright across both sites.

The designated teacher should:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- Make sure the young person has a voice in setting learning targets
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school and liaise with outside agencies.
- The designated teacher should, however, have ultimate responsibility for leading the process of target setting for individual looked after children in school and rigorously tracking their attainment progress
- Prioritise an assessment of a looked after child's educational needs to inform planning, when the child is admitted to school
- The designated teacher must ensure that attainment and attendance are of the utmost priority towards the LAC progress in school
- In collaboration with the SENDCO, ensure SEN of looked after children are identified, prioritised and met
- Be sensitive to the issue of what information a child may or may not want known
- Undertake regular professional development and training related to looked after children
- Ensure bullying, behaviour and pastoral issues are well dealt with
- Take responsibility for all inter-agency liaisons in respect of looked after children
- Work closely with carers to ensure good home links are maintained
- Be available to listen and understand the voice of the child

All staff will:

- As with all children, have high aspirations and expectations and celebrate educational and personal achievements
- Understand the reasons which may be behind a looked after child's behaviour and why they may need more support and intervention than other children
- Understand how important it is to see looked after children as individuals rather than as a homogenous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Liaise with the designated teacher where a looked after child is experiencing difficulties – these may be academic, pastoral, behaviour or attendance issues
- Respond to requests for information to support completion of PEPs and other documentation needed as part of review meetings
- Recognise that homework may present additional issues for looked after children and individual circumstances such as changes in placement, journey times to school, contact arrangements and other issues must be considered.

Admissions

EWS Academy prioritise Looked After Children in the Admissions Policies. We will work to ensure that Looked After Children are admitted promptly after a request for a place has been made, to avoid unnecessary disruption to the child's schooling. On admission, records will be requested from the pupil's previous school and a meeting will be arranged with carer/parent/Social Worker as appropriate. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place. Refuse to authorise any requests for holidays to be taken in term-time.

Personal Education Plan (PEP)

All Looked After Children (LAC) will have a current PEP. If a LAC joins the school without a PEP, the designated teacher should pursue the matter with the child's Social Worker who has a statutory duty to initiate the PEP.

The academy will work alongside the assigned Social Worker to contribute to the education content of the PEP.

When a child leaves the school, it is the duty of the designated teacher to ensure that the PEP is passed on to the next designated teacher.

Additional Educational Needs

The school will ensure that any special educational needs are promptly identified; bearing in mind that Looked After Children may have missed schooling. Suitable learning support will be provided and the SENDCO and Designated Teacher will be responsible for liaising with carers and other professionals.

Spending of delegated monies

Each LAC/PLAC student will have money assigned and safeguarded to support their education. This will be tracked and accounted for by way of an individual provision map which will be costed and transparent.

Every decision made on spending allocated funds will be made by the Head Teacher in consultation with the Designated Teacher/Social Worker.

Exclusions

It is important to be especially sensitive in relation to exclusions where looked after children are concerned. Every practicable means should be tried to maintain the child in school. In school we will find viable alternatives to fixed term/permanent exclusions in conjunction with the Local Authority. Exclusion of LAC should be an absolute last resort. The designated teacher will contact the Virtual School if a child in Northamptonshire's care is at risk of exclusion and ensure that an emergency PEP review meeting is held with all relevant agencies for any child at risk of exclusion *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units 2008 (ref 00573-2008)*

Links

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.pac-uk.org/wp-content/uploads/2013/05/A-Good-Practice-Guide-for-Schools.pdf>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739979/Framework_and_evaluation_schedule_-_Inspection_of_local_authority_children-archived.pdf