

## **NEWHAM “All Schools” POLICY FOR THE EDUCATION OF CHILDREN LOOKED AFTER**

### **1. STATEMENT**

Helping Children Looked After succeed and promoting better outcomes is a key priority for Newham Council and Newham Schools (whether they are Looked After by Newham or another local authority). Nationally, Children Looked After significantly are at a greater risk of underachievement and exclusion compared with their peers. As a school we play a major part in ensuring that Children Looked After are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being, in line with Every Child Matters.

#### **Our policy takes account of all related legislation and guidance including:**

- DfES Statutory Guidance to Governing Bodies: “Supporting Looked After Learners” 2006.
- The Education (Admission of Looked After Children) (England) Regulations 2007.
- The Local Authority’s duty under Section 52 of the Children Act 2004 to promote the education of Looked After Children (LAC).
- “Show Me How I Matter: a guide to the education of Looked After Children” LGA and IDEA publication 2006.

### **2 . ACTIONS**

As for all our pupils, Manor Primary School is committed to helping every Child Looked After achieve the highest standards they can, including out of school activities and supporting career aspirations for further and higher education. This can be measured by improvements in their achievement and attendance.

The Governing Body of Manor Primary School is committed to providing quality education for all pupils and will adhere to the following statutory requirements in respect of Children Looked After:

- Ensure Children Looked After are prioritised in the school’s oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2007, which require authorities to give top priority to Children Looked After in their oversubscription criteria.
- Children Looked After must be admitted within 20 school days of the application being made.

### **3. RESPONSIBILITY OF THE HEADTEACHER**

- Appoint a Designated Teacher for Children Looked After:
  - William Neighbour has been appointed as Designated Teacher for Children Looked. He is a qualified teacher and been working at the school since September 2009

- Ensure that procedures are in place to monitor and track the admission, progress, attendance and exclusions (if any) of Children Looked After and that appropriate action is taken where outcomes fall below expectations.
- Ensure staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Report on the progress, attendance and conduct of Children Looked After. OFSTED now select a number of Children Looked After, tracking their results and the support they have received. Monitoring how the school has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

#### **4. RESPONSIBILITY OF THE GOVERNING BODY**

- Isobel Darling (Chair of Governors) is the Nominated Governor for Children Looked After.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children Looked After. In particular 'The Roles and Responsibilities of the Designated Teacher for Looked After Children Statutory Guidance for Governing Bodies 2009.'
- Ensure the school has an overview of the needs of all its Children Looked After, regardless of their originating authority.
- Allocate resources to meet the needs of Children Looked After.
- Ensure the school's other policies and procedures support their needs.

#### **This Governing Body will:**

- Ensure, where relevant, that Children Looked After are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies, practices and procedures to ensure Children Looked After achieve and enjoy their time at the school, by recognising the additional problems caused by excluding them and by not excluding them except as a last resort.
- Ensure the school has a Designated Teacher for Children Looked After and they are enabled and supported, along with the Headteacher and other staff, to carry out their responsibilities as below:

#### **Monitor the academic progress of Children Looked After through receipt of an annual report which will outline:**

1. The number of Children Looked After on roll (if any) and dates of joining and/or leaving. This will include Children Looked After by other local authorities as well as Newham.
2. Any workload issues arising as a result of the number of the number of children on roll and the number of local authorities involved.
3. Their attendance, as a discreet group, compared to other pupils.
4. Levels of progress made by Children Looked After in relation to all children at the school (i.e. educational, emotional and social progress).

5. Whether the pattern of attendance and exclusions for Children Looked After is different to that of all children.
6. Any process or planning issues arising from the Personal Education Plans (PEPs).
7. Whether any are identified as gifted and talented and how those needs are being met.
8. Whether any have SEN and whether those needs are being met through statements, ERF funding, School Action or School Action Plus.
9. How the teaching and learning needs of Children Looked After are reflected in school development plans and are being met in relation to interventions and resources.
10. Training provided for the designated teacher in order to impart knowledge and understanding to their colleagues about the education and well being of Children Looked After.
11. Work with the CLASP team, Headteacher of the Virtual School for Children Looked After or other agencies.
12. The impact of any school's policies.

## **5. THE ROLE OF THE DESIGNATED TEACHER**

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen.” It is strongly recommended that this person should be a member of the Senior Leadership Team. Training for Designated Teachers has been and will continue to be provided by the CLASP team.

### **Our Designated Teacher will:**

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan (PEP), to plan for that transition in consultation with the child's social worker.
- Lead on the development and implementation of the PEP ensuring that it is completed with the child, the social worker, the foster carer and other relevant people, as part of the statutory review of the Care Plan (i.e. within 28 days, 3 months, 6 months, and 6 monthly intervals thereafter, and at other times if necessary). PEPs to be completed and sent to the Local Authority – CLASP team within 10 working days.
- Ensure the Pupil Premium funding is discussed and allocated at the Personal Education Plan meeting, in collaboration with carers, social worker and the Newham CLASP team.
- Ensure that each Child Looked After has an identified member of staff that they can talk to. They should link closely with the school's Designated Teacher for Child Protection.
- Track academic progress and target support appropriately.
- Ensure the young person has a voice in setting learning targets.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Children Looked After to join in extra-curricular activities and out of school learning.

- Build a relationship with foster carers, keeping them regularly informed of the child/young person's progress and well-being, which is outside of the schools formal reporting systems.
- Set up timely meetings with relevant parties when the pupils is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and, if the pupil changes school, to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress **each term** and target support appropriately.
- Encourage the child/young person to participate in wider school life and where appropriate take on a leadership role.
- Ensure that a careers interview takes place in Year 9, Year 10 and Year 11.
- Provide support for young people in Year 12 and 13 to visit Sixth Form/Further Education providers and support the completion of application forms.
- Promote inclusion in all areas of school life.
- Ensure an annual report is prepared for governors and a copy of the report is sent to the Virtual School Headteacher for Children Looked After.
- Keep abreast of new developments in education and the social care of Children Looked After, through liaison with the CLASP team.
- Attend training provided by the CLASP team and other relevant agencies.

## **6. THE RESPONSIBILITY OF ALL STAFF**

### **All our staff will:**

- Have high aspirations for the educational and personal achievement of Children Looked After, as for all pupils.
- Maintain confidentiality with regard to Children Looked After and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teachers requests for information.
- Work to enable Children Looked After achieve stability and success within school.
- Promote the self-esteem of all Children Looked After.
- Be aware that 60% of Children Looked After say they are bullied, so work to prevent bullying in line with the School's policy.