

CALSHOT PRIMARY SCHOOL

Looked After Children and Post Looked-After Children Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Ratified 7th October 2019 to be reviewed 7th October 2020

Calshot Primary School believes that in partnership with Birmingham City Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked-After & Post Looked-After Children.

Aim: 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 & Post Looked-After Children and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our Looked-After & Post Looked-After Children, by asking the question,

'Would this be good enough for my child?'

IN PURSUIT OF THIS POLICY WE WILL:

- Nominate a Designated Teacher for 'Looked-After Children' (LAC) and 'Previously Looked-After Children' (Post LAC) who are subject to adoption, special guardianship or child arrangement orders, or were adopted from 'State Care' from outside England and Wales, who will act as their advocate and co-ordinate support for them.

The Designated Teacher is **Mrs Patterson**

- Nominate a school governor to ensure that the needs of LAC and Post-LAC children in school are taken into account at a school management level and to support the Designated Teacher.

The school governor is **Mr Rajput**

The Designated Teacher will:

- Ensure that there is a Personal Education Plan (PEP) for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. EHCP and associated plans, Transition Plan, Pastoral Support Programme
- Have an understanding of the emotional, psychological and social effects of loss and separation that some LAC and Post-LAC children may have
- Ensure that PP+ is spent appropriately to raise educational attainment and an accurate record is kept

- Maintain an up to date record of all LAC and Post-LAC children who are on the school roll. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. foster, adoption, respite, residential.
 - Name of social worker/ designated family support worker, area office, telephone number.
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - SEND/ EHCP/ Profiles
 - Baseline information and all test results.
 - Attendance figures
 - Exclusions/ Behaviour needs

- Ensure that a teacher attends LAC and Post-LAC Reviews (PEP Reviews) on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education
- Liaise with the Virtual School for LAC and LACES termly with regard to the performance, attendance and attainment of LAC and Post-LAC children
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when LAC and Post-LAC children are underachieving and have early interventions to improve this in line with existing school policy
- Ensure that systems are in place to keep staff up to date and informed about LAC and Post-LAC children where and when appropriate.
- Ensure that LAC and Post-LAC children, along with all children are listened to and have equal opportunity to pastoral support in school.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of LAC and Post-LAC children
- Report to the Governing body annually on the performance of LAC and Post-LAC children who are on roll in school.

All Governors will:

- Ensure that the designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and give advice to others that will influence the decisions about teaching and learning of LAC and Post-LAC children
- Ensure the designated teacher is given training opportunities, including time away from timetable commitments, to acquire and keep up-to date the necessary skills, knowledge and understanding to respond to specific teaching and learning needs of LAC and Post-LAC children, including a good knowledge of SEND
- Ensure there are no unintended barriers to admission of LAC and Post-LAC children either at normal transition or any other points in the school year

- Ensure that systems are in place to identify and prioritise when LAC and Post-LAC children are underachieving and have early interventions to improve this in line with existing school policy
- Ensure that LAC and Post-LAC children are listened to and have equal opportunity to pastoral support in school
- Ensure policies reflect the needs of LAC and Post-LAC children, in particular in relation to interventions and resources, or charging for extended activities
- Monitor the annual performance of LAC and Post-LAC children who are on roll of the school, by looking at:
 - Attendance
 - Exclusions
 - Progress
 - Personal needs i.e. gifted and talented needs met
 - SEND
- Hold the school to account on how it supports LAC and Post-LAC children
- Support the local authority in its statutory duty to promote the educational achievement of LAC and Post-LAC children

Date ratified by the Full Governing Body: 5th October 2020