



## The Education and Care of Looked After Children Policy

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

### **Statutory framework**

From 1<sup>st</sup> 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.education.gov.uk](http://www.education.gov.uk) )

- **The Rôle 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 Children in Primary School Guidance for Schools** (DCSF01047-2009) □ **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.hmso.gov.uk/acts.htm>
- A Better Education for Children in Care – Social Exclusion Unit Report September 2003. <http://www.socialexclusionunit.gov.uk>

### **Policy Objective**

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.

### **The Rôle of the Governing Body**

- The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act). For each governing body 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 governing body 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 rôle.
- 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.
- This process should help identify issues for school improvement and feed into the SEF.
- The governing body will ensure that the school policies are reviewed from the point of view of looked after children.

### **The Rôle 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. The designated teacher should:

- promote a culture of high expectations and aspirations for how looked after children learn

- 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
- 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
- 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.

### **Admissions**

- The School 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 (PEP). An appropriate school induction will take place.

### **Individual Education Plan (IEP)**

- All Looked After Children (LAC) will have a current IEP.
- If an LAC joins the school without an IEP, the designated teacher should pursue the matter with the child's social worker, who has a statutory duty to initiate the IEP.
- The school will work alongside the assigned social worker to contribute to the education content of the IEP.
- When a child leaves the school, it is the duty of the designated teacher to ensure that the IEP is passed on to the next designated teacher.

### **Additional Educational Needs (e.g. SEN, G&T, Attendance & Behaviour)**

Collingtree Village Primary CEVA 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 SENCO and designated teacher will be responsible for liaising with carers and other professionals.

### **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.