



St. Ethelbert's Catholic Primary School

Looked After Children Policy

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

Aims

- ☞ To provide a stable and secure base for every child but particularly those who are 'Looked After'.
- ☞ To promote and prioritise the achievement, attendance and general well-being of a 'looked after' child.
- ☞ To provide each child with an Individual Education Plan (IEP).
- ☞ To ensure discretion and sensitivity at all times.
- ☞ To develop systems of communications and protocols.

How

- ☞ By ensuring that staff play a positive and active role in the life of 'Looked After' children.
- ☞ By appointing a designated teacher and governor with immediate responsibility for a 'looked after' child, who will meet regularly to monitor progress.
- ☞ By working with all appropriate agencies in the development of the IEP.
- ☞ Through discussion, if deemed appropriate, with the child and/or any relevant adults.
- ☞ By ensuring regular and relevant training for the designated teacher and/or governor.

This policy will be implemented in accordance with the principles of the School Mission Statement and will be reviewed annually.

Guidance

The term 'looked after' refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

Furthermore, the term 'looked after', which is widely used in social services is synonymous with the

term 'in public care', which has been adopted by the DfES in their publication, 'The Education of Young People in Public Care'.

Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting the education of looked after children.

The **named Governor** should be satisfied that:

- ☞ the school has a coherent policy for looked after children
- ☞ the school's policies and procedures are reviewed in the light of social inclusion guidance and guidelines
- ☞ the designated teacher has received appropriate training
- ☞ looked after children have equal access to all areas of the curriculum
- ☞ the Governing Body receives an annual report

The **Head Teacher** will:

- ☞ be responsible for all systems to support looked after children
- ☞ be the named point of contact for colleagues in social services and education
- ☞ report to the governing body on an annual basis on the following:
 - the number of looked after pupils in the school
 - an analysis of test scores as a discrete group, compared to other pupils
 - the attendance of pupils, compared to other pupils
 - the level of fixed term and permanent exclusions, compared to other pupils
 - the number of complaints

The **Designated Teacher** will

- ☞ ensure that any 'looked after child' is made to feel welcome and valued
- ☞ ensure information is shared on a strictly 'need to know' basis
- ☞ ensure that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievements.
- ☞ act as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances.
- ☞ be responsible for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer.
- ☞ monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern.
- ☞ build positive home-school relationships between parents/carers with regular opportunities for dialogue.

Individual Education Plans:

will consider:

- ☞ the child's strengths and weaknesses
- ☞ interests, both in and out of school
- ☞ developmental and educational and pastoral needs
- ☞ future plans, and how these can be supported
- ☞ issues arising for the child
- ☞ targets that will be reviewed during the next I.E.P. meeting.

Inclusion:

Looked After children will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Classroom activities are differentiated in order for all children to succeed according to the lesson learning objective.

All children, including those with additional educational needs, will be recognised and supported, including those displaying a gift or talent in any area of the curriculum.

Mrs Borrough
Review October 2017