



Loreto High School Chorlton

## **Children Looked After Policy November 2018**

**Approved: 12<sup>th</sup> November 2018**  
**Date of Review: November 2020**

This policy is designed to set out Loreto High School's Aims and objectives.

## **1: Introduction**

### **1.1 Philosophy**

Loreto schools and colleges in England are centred in God, rooted in Christ and animated by the spirit of Mary Ward, the founder of the Institute of the Blessed Virgin Mary. Our vision is that they will be educational communities where each person has the experience of being loved and valued as a sacred individual created by a loving God; communities where students enjoy an enriching and liberating education that helps them grow into the fullness of life and empowers them to be men and women of courage who are alive to the needs of humanity and committed to making a better world.

*All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.*

### **1.2 Statement of Intent**

Educational achievement and subsequent life chances for looked after children are of real concern. Children and young people who are looked after require special treatment and positive discrimination in their favour in order to improve their situation.

Loreto High School endeavours to provide positive experiences and offer stability, safety, continuity and individual care and attention for all our pupils. With this in mind, we aim to:

- **Promote high aspirations and encourage pupils to reach the highest standards of which they are capable and to make good progress from what they are currently already able to do.**
- **Ensure that pupils enjoy high quality teaching and are enjoying a curriculum which meets their needs and the requirements of legislation.**
- **Plan realistically and using the school's resources efficiently in order to ensure the school meets the needs of the children.**
- **Promote a positive approach in all aspects of school life.**
- **Help pupils develop their cultural, moral and social understanding.**
- **Promote pupils' physical and mental health and wellbeing.**

### **1.3 In pursuit of this policy we will:**

- Nominate a qualified Designated teacher for Looked After Children who acts as the key champion and point of contact within the school.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.

- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.
- Complete a Personal Education Plan (PEP) in collaboration with the pupil, their social worker and their carer to support good attendance, progress, achievement and positive transition at each stage of their education, employment and training.
- Ensure that the process for completing a pupil's PEP follows the process stipulated by the individual Local Authority as these may vary.
- Review the PEP on a termly basis.
- Ensure the use of the Pupil Premium for Looked After Children is closely linked to the pupil's individual PEP targets and supports the pupil to make progress. This is to be agreed by both the Designated Teacher and the Virtual School Headteacher.

## **2. Legal framework**

**2.1** This policy has due regard to legislation including, but not limited to, the following:

- The Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- The Children (Leaving Care) Act 2000
- The Children and Young Persons Act 2008
- The Children and Families Act 2014

**2.2** This policy will be implemented in conjunction with the school's:

- Admissions Policy.
- Code of Conduct.
- Behaviour for Learning Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equality Objectives.
- Equality Policy.
- Child Protection Policy.
- Special Educational Needs Policy.

## **3. Definitions**

3.1 Looked after children are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.

3.2 This definition applies to children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

3.3 If a child or young person is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as looked after, since the LA has parental responsibility.

3.4 If a child or young children who are not subject to an order, but are accommodated by the LA under an agreement with their parents, they are classed as looked after.

## **4. Personal education plans (PEPs)**

- 4.1 Every looked after child and young person must have a personal education plan (PEP), which is used to support them in fulfilling their educational potential.
- 4.2 The PEP document is an evolving record of what needs to happen for the child to enable them to make their expected progress.
- 4.3 The PEP document will be reviewed at least once each term through discussion at the PEP Meeting.
- 4.4 The PEP document will reflect the importance of a personalised approach to learning, which meets the identified educational needs of the child.
- 4.5 All the relevant bodies, such as the LA, the designated teacher and other teachers, the social worker and carer will work with and support the child in creating the PEP.
- 4.6 On-going, catch-up support will be made available for children who have fallen behind with work, as agreed by those contributing to the PEP.
- 4.7 If a student is not in school because of suspension or exclusion, suitable education will be provided and arranged by the LA.
- 4.8 If a student is moving to a new school, transitional support will be provided and will be written into their PEP.
- 4.9 Support will be provided to help the child meet their aspirations, including:
- Support to achieve expected levels of progress for the relevant key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about further education, training and employment.
- 4.10 The PEP will include extended services such as after school clubs, study support and leisure interests.
- 4.11 Support will be identified and provided for improving attendance and behaviour through the school and the LA.

## **5. Staffing and Responsibilities.**

### **5.1 The designated teacher**

- 5.1.1 Under the Children and Young Persons Act 2008, all maintained schools are required to have a designated teacher for looked after children.
- 5.1.2 The primary duty of the designated teacher is to promote the educational achievement of looked after children at the school.
- 5.1.3 It is the responsibility of the governing body to ensure the designated teacher has received adequate training for the role.
- 5.1.4 The designated teacher must submit an annual report to the governing body, which details the progress of looked after children.
- 5.1.5 The designated teacher will maintain an up to date record of all CLA on the school roll. This will include:
- Status i.e. care order or accommodated
  - Type of Placement i.e. Foster, respite, residential.
  - Name of Social Worker, area office, telephone number.
  - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.

- SEND Status and Need
- Child Protection information, when appropriate.
- Baseline information and all test results.
- Attendance figures
- Exclusions
- Interventions (and impact)
- Detailed overview of the spending of the individual Pupil Premium budget.

**5.1.6.** The designated teacher will also:

- Promote a culture of high expectations and aspirations.
- Ensure the child is involved in setting their targets.
- Advise staff on teaching strategies for looked after children.
- Ensure that looked after children are prioritised for 1 – 1 tuition.
- Take responsibility for developing and implementing PEPs.
- Ensure that any transitions are supported fully and that information is shared with relevant parties.
- Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.
- Ensure that Looked After Children, along with all children are listened to and have equal opportunity to support in school.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.

## **5.2 Headteacher responsibilities**

5.2.1 It is the responsibility of the headteacher to oversee this policy and monitor its implementation.

5.2.2 The headteacher will make all members of staff aware that the support of looked after children is a key priority.

5.2.3 The headteacher will allow the designated teacher the time and facilities to succeed in carrying out their duties.

5.2.4 The headteacher will lead in actively challenging negative stereotypes of looked after children.

## **5.3 Other Staff responsibilities**

5.3.1. Staff will be aware of looked after children in their classes and provide them with support and encouragement.

5.3.2 Staff will preserve confidentiality and show sensitivity and understanding.

5.3.3 Staff will be vigilant for signs of bullying

5.3.4 Staff will promote the self-esteem of looked after children.

## **6 Communicating with agencies**

6.1 The school will ensure that copies of all relevant reports are forwarded to the looked after children's social workers, in addition to carers.

6.2 The school will co-ordinate their review meetings, for example, hold their annual review of looked after children with their statutory care review.

6.3 The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.

## **7 Policy review**

7.1 This policy is reviewed every two years by the designated teacher and the headteacher.

7.2 The scheduled review date for this policy is November 2020