



# St. Luke's CEVA Primary School

## Looked After and Adopted Children Policy

**Date approved by Governors: Jan 2017**

**Date of review: Jan 2018**

### **Aim:**

The aim of this policy is to promote education inclusion for Looked after Children (LAC) and adopted children, to enable them to access the full range of educational opportunities available to them and to reach their full potential, both academically and personally and to ensure that the delivery of services are tailored to meet the needs of individuals and to comply with guidance from the local Authority Virtual School and other professionals.

### **Objectives:**

#### **Looked after children at St. Luke's will;**

- Receive an appropriate level of monitoring and support
- Have access to the full range of educational and extra- curricular opportunities

#### **Teachers at St. Luke's will;**

- Receive an appropriate level of training on the issues affecting the educational achievement and psychological wellbeing of Looked After Children and use this to guide their interactions with them
- Plan for and meet the needs of looked after children.

The looked after designated teacher (Designated Safeguarding Lead) and senior leadership team will;

- Identify, arrange and / or deliver training to staff to enable the above to take place
- Ensure the development of effective and inclusive strategies to address the needs of looked after children
- Ensure the smooth transfer of information within school and between school, carers and other agencies to include Personal Education Plans (PEPs).

### **Children who are adopted:**

Children who are adopted or who are in the adoption process may access some or all of the following policy. Procedures will be directed by the social worker, Virtual School and other relevant professionals.

#### **A. Induction**

To ensure a supportive and sympathetic induction for Looked After Children admitted into St. Luke's, the following arrangements are in place;

- Children and their carers will be invited into school to meet with the head teacher and / or (designated safeguarding lead) , the Early help & Safeguarding Team, office and other relevant staff.

- In a second visit the carers and child will be shown around the school, and introduced to their prospective class teacher and peers.
- At least one more visit will be arranged in order for the child to spend some time with their new teacher and peers before being admitted full time. During this time the child can be supported by their carer or known adult for as long as necessary to ensure that the child feels safe and secure.
- The DSL with other relevant members of staff will meet with all carers and professionals involved with the child before entry.
- If the child has already been in an educational establishment then the Headteacher will liaise with the Headteacher and / or Designated Teacher before entry to the school.
- An individual plan for transition into school will be developed by all parties to ensure a smooth transition. This will be overseen by the Designated Teacher.
- All teachers and other relevant professionals will be made aware of the child's needs and key adults in their life such as carers, support workers and other professionals.

## **B. Pastoral support**

To ensure that Looked After Children continue to receive an appropriate level of support the following arrangements are in place;

The Designated Teacher will work with the Headteacher and the Safeguarding team to;

- Ensure that the child's voice is heard and their views included in planning provision
- Ensure that relevant staff are aware of any Looked After Children in school, know who the carer is and be provided with full details of directed contact with both birth parents, supervised or unsupervised.
- Ensure the password system is in place for those authorised to collect the child from school and this is available in the school office and in the class confidential file.
- Ensure that passwords are chosen by carers and records of these are kept in the school office and in the class confidential file
- Liaise effectively with other agencies involved with the child and attend review meetings
- Ensure that appropriate funding is obtained and that, as a result, the child has suitable provision
- Ensure that records are kept and maintained appropriately
- Secure appropriate training for school staff to ensure that needs are met
- Support children to participate in activities to build resilience, perseverance and other life skills that support them in achieving their full potential.
- To support the school to provide a positive and stable experience of education

## **C. Information gathering and sharing**

The school recognises that information about Looked After Children can be extremely sensitive and procedures are clearly put in place to ensure that the child is safe;

- Sensitive and confidential information is held securely according to procedures set out by the Headteacher and Safeguarding Team.
- The Designated Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and ensure this is shared to with the appropriate staff. This will include the current Personal Education Plan (PEP)
- Information will be shared on a 'need to know' basis. 'Need to know' is decided by the Headteacher, Safeguarding Team and / or the social worker
- Each Looked After Child will have their own file containing all essential information and this will be kept in the locked safeguarding cupboard in the Safeguarding Team's office.

- A Personal Education Plan (PEP) will be completed as soon as possible on entry and copies of the PEP will be available for class teachers and other relevant staff. This will be shared by the social worker to other relevant parties as advised.
- Information on progress will be collected at least termly during progress meetings and information from tracking systems. This will be shared with Virtual Schools as directed.
- Information on attendance will be gathered and analysed. Relevant information will be fed back to professionals and carers through the LAC meetings and the PEP meetings. Any issues will be referred to the Headteacher, the attendance officer and the social worker.
- Relevant information on behaviour will be gathered and tracked. Information will be shared with relevant professionals and interventions will be put in place as required. If required additional professionals meeting will be held and referrals made to other professionals.
- The school are happy to support appropriate and directed access by birth parents and others to information and/ or events such as assemblies and parent's evenings as advised by children's services. Guidelines will be given to school by the social worker in writing and cascaded to relevant staff by the Designated Teacher. All access with birth parents will be recorded and relevant information shared with the social worker.

#### **D. Curriculum strategies**

In line with the Single Equalities and Inclusion Policies, all children should have access to the National Curriculum. This will be differentiated to meet the needs of individuals. Access to this will be monitored by the Head teacher and Senior Leadership Team and reported annually to governors by the governor with responsibility for Looked After Children.

- Regular meetings with professionals to discuss progress and achievement. These may include consultation evenings, PEP meetings and any relevant special educational needs and disabilities meetings. The school will act on any changes required to meet the child's educational needs, including those identified by the Independent reviewing officer (IRO).
- Progress and achievement is tracked and provision is adapted as required. This may include access to relevant interventions.
- It is recognised that there may be some gaps in skills and knowledge and additional efforts will be made to fill these gaps and ensure progress
- 'Outstanding' progress targets will be set at the beginning of each academic year.
- Progress of Looked After Children is tracked and a comparison made with children who are not Looked After
- We are aware that certain aspects of the curriculum, for example, activities to mark Mother's Day/ Father's Day or to investigate family history may cause difficulties for Looked After Children and we will ensure that this is handled sensitively by talking to carers and the child and planning alternative but relevant activities.
- It is recognised that homework may be challenging for children who are Looked After. Support strategies for individual children will be made available as required.

#### **E. Extra- curricular activities**

We recognise that attending extra-curricular activities may be a challenge for some Looked After Children, possibly through transport issues. Participation will be monitored by the Designated Teacher and arrangements made via the Personal Education Plan (PEP) to promote extra-curricular activities and for children to have access to relevant clubs.

## **F. Additional Funding**

The carers and professionals involved with each Looked After Child will meet and make recommendations for the use of any funding. The group will monitor the impact and evaluate the additional provision in place. This will be recorded on the Personal Education Plan (PEP) form and sent off the relevant parties including the Local Authority Virtual School.

## **G. Roles and responsibilities**

**The Head Teacher and Senior Leadership Team:** The responsibility for the education and personal well-being of Looked After Children rests with the Head teacher, although some of the day to day tasks may be delegated to other staff. Working with the Senior Leadership Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff are enabled to carry them out.

**The Designated Teacher:** The majority of the roles and responsibilities for the Designated Teacher are implicit in the above policy. In addition the Designated Teacher will;

- Work as part of a team to ensure that every Looked After Child achieves their full potential
- Ensure that the systems outlined in this policy are in place and effective
- Ensure clear communication between appropriate parties
- Keep up to date with the statutory duties required of the Designated Teacher and with new initiatives in terms of Looked after Children
- Cascade relevant training to school staff
- Arrange and / or deliver training and information for relevant new members of staff as part of induction
- Ensure that transitions are well planned for and all relevant professionals have the correct information
- Liaise with the Safeguarding Team to ensure sharing of information
- Work closely with relevant professionals to ensure the writing of effective Personal Education Plans (PEP)
- Attend, arrange for others to attend or contribute in other ways to care planning and other meetings
- To facilitate 'pupil voice' and ensure each child is actively involved in planning and evaluating their provision

### **The Named Governor with Special Responsibility for Looked After Children:**

The named governor ( Neil Wilson) for Looked After Children will liaise closely and regularly with the designated teacher to ensure that provision for Looked After Children is effective. They must provide challenge to the Designated Teacher and act as a critical friend.

The named governor will report to the Governing Body on an annual basis;

- The number of Looked After Children in the school
- A comparison of academic achievement and progress for Looked After Children as a group compared to those of other children
- The attendance of Looked After Children as a discrete group in comparison with other pupils
- The number of fixed term/ permanent exclusions
- Pupil destination

The named governor must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to;

- The National Curriculum
- Statutory assessments
- Additional Educational support
- Appropriate pastoral care
- Extra- curricular activities

**H. Evaluation:**

This policy will be reviewed at least annually in consultation with all relevant parties. Feedback will be given to the governor with special responsibility for Looked After Children

Agreed by Governing Body: \_\_\_\_\_

Date: Jan 2017

Date for review: \_\_\_\_\_