

Looked -After and Previously Looked-After Children's Policy

Aims

The Governors and Staff of Cranwell Primary School aim to:

- Make a real difference in helping to provide the best possible education for looked- after, adopted and permanently placed children.
- Seek to give our young people in care, professional help, encouragement and support so they find Cranwell School a welcoming and friendly place, with high expectations for all.
- Be fully inclusive and challenge negative views and stereotypes.
- Offer support to, and work with, Foster Carers and families of adopted children on how to assist the young person's learning, whilst enhancing educational opportunities.
- Work with the Virtual School and Social workers to establish fluent and consistent communications , regarding support for these pupils.

Cranwell support the Government's agenda for giving all looked- after children, adopted and permanently placed children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well being.

The Children and Families Act 2014, places duty on us all as corporate parents to work together to promote the educational achievement of looked –after and previously looked- after children. We recognise that schools and teachers are at the very heart of this process, so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable group of pupils.

We recognise our responsibilities as Governors and Teachers, and we actively want to support the Local Authority in undertaking its statutory responsibility, under Section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.

As a School, we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of looked –after and previously looked-after children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes. The school also adheres to latest statutory guidance, including recommendations from 'Designated Teacher for Looked-After and Previously Looked –After children/2009 and updated Feb '18' and 'Promoting the education of Looked After Children/ '14 and updated Feb '18.' The School also works with recommendations from 'Meeting the needs of Adopted and Permanently Placed Children-a guide for School staff. '

Procedures

In order to fulfil our responsibilities as a School to all looked -after and previously looked- after children, we have a Designated Teacher to undertake the recommendations set out in 'The Role and Responsibilities of the Designated Teacher for Looked After Children / Feb '18 '. In our school, the Designated Teacher is Nicky Olsen (SENCO), with Sue Clark (Deputy Head teacher) taking the Lead Professional role. The following tasks are all carried out by the Designated Teacher and the Lead Professional:

- The Designated Teacher becomes the central point of contact at this School for all professionals and agencies working with, and supporting the individual looked- after and previously looked-after children we have on roll.
- Both Designated Teacher(DT) and Lead Professional (LP) take the lead role in the professional assessment and preparation of the educational targets, and subsequent reviews, to be recorded into the relevant sections of the child's Personal Education Plan(E-PEP) which is electronic for Lincolnshire children. The E-PEP should be established within a 20 School working day period for any Looked After Child starting on roll. This is to include the gradual addition and updating of further information over time, e.g. attendance, attainment and progress results.
- Promote high expectations for looked- after and previously looked-after children's learning and set targets to accelerate educational progress.
- Advise teachers about differentiating teaching strategies appropriate for individual pupils who are looked – after or previously looked- after.
- Use Assertive mentoring and Individual Educational Support Plans (IESP's) as needed to support the learning of these pupils.
- The DT ensures that staff are aware of emotional, psychological and social effects of loss and attachment theory - to develop training alongside the LP for the Whole School. To be aware of the government departmental advice within the 'Mental Health and behaviour in schools/ June'14 and updated in Nov'18' / Dfe.
- Both DT and LP undertake relevant updated training and cascade information for Staff development regarding looked - after and post looked-after children.
- All staff ensure that personal information is handled carefully and sensitively, and that the child's wishes and preferences are taken into account.
- Both DT and LP establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews.

- All staff provide support and sanctuary to help settle a looked -after child into the School, and at other times to ensure the looked -after child feels safe, knows who to trust and who to go to if they feel the need for support.
- The SENCO /DT ensures the transfer of records if a looked -after or previously looked-after child moves school.
- The DT provides written information to assist planning, reviews and reporting as required.
- The SENCO/DT seeks and prioritises meetings with, and writes referrals to appropriate external agencies in situations that require external support.
- The DT ensures that there are no unintended barriers to the admission of looked- after and previously looked- after children either at normal transition or at any other point in the school year.
- To ensure that any pupils with SEND have immediate support by identifying additional needs via the graduated support for SEND within School – please see the SEND information report on the school website.
- To also appropriately support the pupils who are gifted and talented.
- The Safeguarding team to be aware of any safeguarding challenges.
- To track attendance and exclusions as required and share with the Governing body.

In addition, we require our school Teaching and Support Staff to assist in the implementation and support of this Policy by requiring all to:

- Ensure the appropriate sensitivities and confidentiality are maintained.
- Be familiar with, and respond appropriately to requests for progress and/or attainment information in order to compile the E-PEP and other documentation necessary for reviews.
- Respond positively to any request by a child to be the person they want to talk with- gathering the ‘voice of the child’ as needed.
- Ensure that no child in care becomes a victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated.
- Positively promote the self esteem of Looked After Children with the support structure of Pastoral /Emotional interventions within school – Please see the SEND Information Report on the schools website for more information.
- Convey high aspirations for their educational and personal achievement.

The Governing Body is expected to raise expectations for achievement of looked -after and previously looked-after children and encourage them to do well by combining high expectation and standards with inclusion. They will also consider and set appropriately challenging targets, and in doing so, facilitate the appropriate resources in order to support the child to reach those targets.

Monitoring

This Policy will be monitored and evaluated by the Governing Body in terms of the impact of the School provisions, teaching and learning, and support for looked -after children. The annual reporting cycle is also active, which informs annually in July, on the following key aspects of provision:

- The number of looked -after and previously looked - after children on roll.
- Attendance statistics for any authorised and unauthorised absence.
- The frequency, circumstance and reasons for any recorded exclusion.
- How pupils are performing in core subjects, their progress and any value added measure when compared against initial baseline assessment.
- The frequency of pupils taking part in extra-curricular activities.
- The attainment relative to the targets set in core and foundation subjects.
- The provision arrangements for additional support identified, including 1:1 tuition at School and any externally added booster work provided in the care home.
- The quality and updating of the educational targets recorded in the E- PEP.

Pupil Premium

Evidence shows that disadvantaged pupils, perform less well on average than non- disadvantaged pupils, at all levels of school Education. Slower progress may be seen due to many factors. The pupil premium is additional funding available to schools in England to raise the attainment of looked after children and close the gap between them and their peers. The Lincolnshire Virtual School holds a nominal £2300 for each looked -after child belonging to Lincolnshire and this money will be allocated using the online E-PEP form according to identified needs.

Adopted pupils and those in special care arrangements also receive additional funding in school. Each pupil receives ‘Pupil Premium Plus’ and school spend this on supporting these pupils. Our Adopted Children’s Champion is Nicky Olsen and she can be contacted directly via the school office. Please contact her if you require advice or if you wish to discuss your child’s progress.