



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Children Looked After Policy	
Lead	Miss N Thompson, Deputy Headteacher Mr John Insley, Progress Leader Designated Teacher	
Governor Committee	BSII	
Policy Status	Updated	May 2021
	Governor Approved	Yes
	Date Governor Approved	June 2021
Next Review	June 2024	

School Policy for Children Looked After at Henley-in-Arden School

a) The Objective

To promote the educational achievement and welfare of Children Looked After.

b) The Role of the Designated Teacher for Children Looked After

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and possible educational disadvantage faced by Children Looked After and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Children Looked After, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.
- To act as an advocate for Children Looked After;
- To develop and monitor systems for liaising with carers, Vulnerable Children's Services and the Virtual School of the child's home authority;
- To hold a supervisory brief for all Children Looked After e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of Children Looked After in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy;
- To ensure the involvement of the Careers Service with Children Looked After in year 10 and 11.

Work with Individual Children Looked After:

- To enable the child to make a contribution to the educational aspects of their care plan;
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker. There will be a meeting to discuss and agree the plan twice every year);
- To ensure that a home-school agreement is drawn up with the primary carer and signed by the social worker.

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;

- To help co-ordinate education and Children Looked After review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to Children Looked After care planning meetings;
- To be the named contact for colleagues in the Virtual School of the child's home authority and for other agencies
- To ensure the speedy transfer of information between agencies and individuals.

Training:

- To develop knowledge of Vulnerable Children/Education Inclusion procedures by attending training events organised by the Local Authority;
- To cascade training to school staff as appropriate

c) There will be a named Governor with special responsibility for Children Looked After

d) The role of that Governor

The named governor will liaise with the named teacher with responsibility for Children Looked After and oversee an annual report to the governing body that includes

- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared with other pupils;
- The level of fixed term/permanent exclusions; and
- Pupil destinations.

The named governor should be satisfied that the school's policies and procedure ensure that looked-after pupils have equal access to:

- The national curriculum;
- Public examinations;
- Careers guidance;
- Additional educational support;
- Extra-curricular activities; and
- Work experience.
- Anonymity and confidentiality

e) Responsibility for Children Looked After in School

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Designated Teacher for Children Looked After.

It is appropriate for Learning Support Assistants to have knowledge that the young person is being looked-after when directly involved in the teaching of the young person.

The extent of information sharing with all staff should be on a 'need to know' basis and should be determined by the Designated Teacher for Children Looked After.

f) Admission Arrangements

On admission, records (including the P.E.P.) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate school induction will take place.

g) Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

h) Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

The Virtual school of the child's home authority will endeavour to co-ordinate their review meetings, e.g. to have an Annual Review and to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues. Every effort will be made to coordinate review meetings in a way that ensures the efficient exchange of information as needed and enables reviews of individual cases as appropriate (ie twice yearly PEP planning meetings when no other issues exist).

i) Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Homework;
- Involvement in Extra Curricular Activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and

- Long term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated at least every six months, to enable up to date feedback to be provided for the looked after review on educational issues and will be organised by the Social Care Service.