



AllSaints
CATHOLIC SCHOOL

Looked after children policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Approved by
Chair of
Governor:

Date:

Last reviewed on: June 2022

Next review due
by: June 2023



LOOKED AFTER CHILDREN/CHILDREN IN PUBLIC CARE

RATIONALE

This policy has been developed to ensure the inclusion of all students and staff with due regard to SEND, Gifted & Talented, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.

There has been a concern since the mid-seventies that the education of children in care has been neglected, but research has proven that successful schooling can play an integral part in helping children escape from social disadvantage. The staff at All Saints School, working collaboratively with the Social Inclusions Team in Barking & Dagenham, will strive to promote the educational achievement and welfare of children in care.

PURPOSES

1. To ensure all children in care achieve their full academic potential at KS3, KS4 and Post 16.
2. To ensure a school environment of consistency and safety.
3. To promote involvement of children in care with extracurricular activities.
4. To ensure support is available for students in care to complete homework.
5. To promote opportunities for children in care to achieve places in further and higher education.

GUIDELINES

Responsibilities towards Looked After Children(LAC) 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 Headteacher and or/the Year Leader

It is appropriate for a Teaching Assistant to have knowledge that the young person is being looked after only when directly involved in the teaching of that person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Designated Teacher for LAC.

Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with the carer/parent/social worker as appropriate – but always involving someone



with parental responsibility. This will provide information to inform the Personal Education Plan.

An appropriate induction plan will be implemented.

Involvement of the Child or Young Person

It is important that the child or 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 school staff, social worker and their carer(s) are working together to promote their education.

It is also important to establish the child or young person's views of their changed circumstances and what they want others to know. Plans should be made to ensure that a social worker, teacher or carer prepares the child for situations when they may be asked about home e.g. by other parents.

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 and to the Virtual School for their home local authority.

All agencies involved with the LAC should endeavour to co-ordinate their meetings to ensure attendance at LAC reviews and the termly Personal Education Plan review meetings.

The Designated teacher for LAC will inform all agencies if there are significant changes in the child or young person's circumstances e.g. attendance issues or if school is considering exclusion. Social care must also inform the educational setting if there is a change of care placement.

Assessment, Monitoring and Review Procedures

Each child or young person who is looked after will have a Care Plan that will include a Personal Education Plan 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 (note any programs of intervention)
- 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).
- Long term plans and aspirations (targets including progress, career plans or further education plus any other aspirations).
- Use of Pupil Premium funding

The EPEP will be updated every term, as part of the statutory reviewing process on line.

GUIDELINES



The role of the Designated Safeguarding Lead

1) Within School Systems:

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantages faced by children and young people who are looked after and understand the need for positive support systems to overcome them.
- To inform members of staff of the general educational needs of looked after children and promote the involvement of these children and young people in extra curricula activities such as homework clubs, reading schemes, "social" clubs etc.
- To act as an advocate
- To develop and monitor systems for liaising with carers, social workers, access and attendance officers and others who have responsibilities towards looked after children.
- To supervise and monitor the records of looked after children and ensure that relevant information is available to appropriate school staff, professionals and carers and that they are up to date.
- To monitor the educational progress of looked after children in order to inform the school's development plan
- To intervene if there is evidence of individual underachievement, absence or truancy.

2) Work with Individual Looked After Children:

- To work with individual children, possibly through the carer and/or the Social Worker to arrive at a statement about their circumstances that each child or young person would be happy to share with staff and/or other pupils
- To enable the child or young person to make an educational contribution to their Care Plan
- To help ensure that each pupil has a Personal Education Plan (PEP). The EPEP should be initiated by the young person's Social Worker. The Curriculum Co-ordinator should play a full supporting role in drawing up and implementing the plan.
- To ensure that a Home-School Agreement is drawn up with the carer and signed by a Social Worker, Carer, and the child or young person.
- To supervise the smooth induction of a new LAC or young person into the school community.

3) Liaison work

- To liaise with the Headteacher and Assistant Headteacher with responsibility for pastoral care in monitoring any looked after child on the Child Protection Register.
- To liaise closely with the SENDCO
- To co-ordinate education and Social Care review meetings in order that the EPEP can inform the child or young person's care plan.
- To attend or delegate attendance to the Social Care planning meetings.
- To ensure speedy transfer of information between agencies and individuals, and report on the progress of looked after children to the Virtual school as required.

3) Training

- To develop knowledge of Social Care procedures by attending training events as appropriate
- To identify own training needs
- To disseminate training to School staff as appropriate

The School Governor with Special Responsibility for Looked After Children

Name: Glenda Spencer



The Role of the School Governor

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

- The number of looked after children placed in the school.
- 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 and permanent exclusions.
- Pupil destinations.
- Mobility e.g. new looked after children

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

- The Curriculum.
- Public examinations.
- Careers guidance.
- Additional educational support.
- Extra-curricular activities.
- Work experience.

Questions for the named governor to consider:

Children in Need

- How many children identified by social services as 'a child in need' are there on roll of the school?
- What is their ethnic and cultural background?

Child Protection

- How many children in your school are on the child protection register?
- What is their ethnic and cultural background?
- Is there a copy of the child protection procedure in school and where is it kept?
- Have staff been trained in child protection procedures?
- How much staff time is spent on child protection work?
- Are all children on the child protection register known to the Designated Safeguarding

Lead

Looked After Children

- How many children 'looked after' by another local authority are there in your school?
- What is their ethnic and cultural background?
- How many attend school regularly?
- How many have had fixed term exclusions?
- How many have been permanently excluded?
- What progress are they making and what are their test scores and examination results?
- How many children have a statement or an EHCP?
- How many children have been involved in offending behaviour?

The named governor should have a termly meeting with the Deputy Head teacher to discuss the statistics collated above.



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CONCLUSION

This policy has been developed to ensure the inclusion of all pupils and staff with due regard to SEN, Most Able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those pupils who are subject to a Child Protection Plan. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole. The pastoral care of the students in our care is of central importance to everyone at All Saints School. It is for this reason that any LAC is monitored and supported to ensure that they are able to make the most of the educational opportunities that All Saints Catholic School affords them.