



Autumn 2022

Review: Autumn 2024

This policy has been written using the DFE Document '*Promoting the education of looked-after children and previously looked-after children*' February 2018.

Valley End Church of England (VC) Infant School acknowledges that Looked After and Previously Looked After Children can start with the disadvantage of their pre-care experiences. As a school, we believe that we have a key role to ensure these children have the maximum opportunity to reach their full educational, physical and emotional potential. We believe in promoting and creating a culture that takes account of the child's views according to age and understanding, identifying and meeting the needs of Looked After and Previously Looked After Children.

Valley End Church of England Infant School:

- Has a designated teacher for Looked After Children (the Headteacher).
- The designated person works alongside and with class teachers, the Special Educational Needs and Disability Coordinator (Inclusion Lead) for Early Years Foundation Stage and Key Stage 1.
- Keeps a register of Looked After Children stored in a confidential place.
- Ensures all parents and carers have relevant information about the school.
- Provides an ethos of acceptance.
- Ensures appropriately high expectations of Looked After Children.
- Ensures that Looked After Children have a Personal Education Plan (PEP) and that it is an evolving record of what needs to happen for Looked After Children to enable them to make at least expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances.
- Is aware that, for many looked after children, bullying can be an issue and ensures that it operates an effective anti-bullying policy
- Considers how it can offer extra academic and pastoral support if it is needed.
- Ensures that Looked After Children have every opportunity to participate fully in the Early Years Foundation Stage, the National Curriculum, extra-curricular activities and additional educational support.
- Ensures there is sensitivity to the background of looked after children in the range of teaching resources available especially around topics such as families.
- Ensures there is a sensitivity shown at school events where parents attend, ensuring they do not feel 'left out'.
- Respects confidentiality of looked after children and ensures that any information shared is on a need to know basis.
- Plays an active role in appropriate aspects of care planning for the child.
- Contributes to the LAC reviews in person or in report form – written or verbal.
- Ensures that behaviour management policies recognise and make suitable provision for the needs and difficulties of looked after children. In some cases, it may be the same as measures for all pupils, but some looked after children may need additional support.

- Takes appropriate action as soon as there are any problems with behaviour or attendance and ensure that the care/s and social workers are aware of any difficulties as soon as possible.
- Has regular liaison and consultation with social services, social workers, foster carers, parents and other professionals involved in the child's life.
- Ensures that all children with learning difficulties or any other special educational needs of disabilities are assessed and receive appropriate resources to support their learning.
- Monitors the attendance of Looked After Children.
- Ensures that LAC make expected, or better than expected, progress and attainment within the Early Years Foundation Stage framework and the Key Stage One Curriculum.
- Keeps records of looked after children absences and make these available on a termly or regularly agreed basis to the Inclusion Officer and other officers in the Local Authority, a designated Social Worker or other social care or health officers.
- Contacts the carer on the first day (as for all pupils) if a looked after child is absent without notification.
- Convenes a meeting with all relevant corporate parents, Inclusion Officer, Social Worker, Class Teacher, Foster Carer, others, (Placement Support Team, Family Resource Team) if absenteeism continues and plans to support looked after children in returning to school as quickly as possible.

#### Responsibilities of the Headteacher

Headteachers have an overall responsibility for ensuring that the school has a policy and practical guidelines relating to Looked After Children and that the ethos is supportive and anti-discriminatory.

The Headteacher:

- Has identified a responsible teacher as the designated teacher for Looked After Children.
- Ensures that the designated person and other staff attend appropriate training.
- Ensures that the designated person and the appropriate teacher attends LAC reviews.
- Ensures the school has monitoring systems for LAC.
- Ensures that confidentiality is maintained for the anonymity of Looked After Children in the school and that it is clear who should have access to which part of the file
- Ensures that reports are regularly provided to the governing body outlining the progress and achievements of Looked After Children.
- Ensures that anti-bullying policies and strategies are in place
- Ensure that this policy is shared with teachers and parents of Looked After Children.
- Ensure that Pupil Premium Plus funding for Looked After Children or Previously Looked after Children is used effectively to help develop the child's educational, emotional and physical well-being.

#### Responsibilities of the governing body

Governors will seek assurance that Looked After Children are not treated differently while attending Valley End School.

Governors will:

- Appoint a governor for Looked After Children who will know who those children are
- Look at the policies and procedures in school to ensure that Looked After Children have equal access to all aspects of education including the National Curriculum, tests, extra curricular opportunities, and additional educational support where appropriate.
- Ensure the school liaises with social services on a regular basis with regard to Looked After Children within the school.

- Assist the school in looking at whether policies and practice on behaviour, admissions, exclusions, attendance and special needs adequately address the needs of Looked After Children.
- Seek assurance that an ethos of support and acceptance in the school and an environment where children who do not live with their birth families are equally accepted and valued.
- Seek assurance that the targets for Looked After Children that appear in Personal Education Plans and /or Behaviour Support Plans are realistic and that aspirations for these children are high. Targets must be monitored regularly in line with all children in the school.
- Ensure that the school knows who is the designated person for Looked After Children, in this case the Headteacher.
- Seek assurance that each child has a Personal Education Plan written by the assigned Social Worker in conjunction with the child's class teacher.
- Seek assurance that staff have the relevant training about the needs of Looked After Children.

The Designated Person/teacher for Looked After Children (Headteacher) is responsible for:

- Keeping a list of the Looked After Children in the school, with contact numbers and ensuring it is kept up to date regularly.
- Ensures all information is stored confidentially and shared on a need to know basis.
- Liaising with other agencies and individuals in relation to Looked After Children.
- Attending relevant training.
- Ensuring that colleagues in school have the relevant information/training to enable them to positively promote educational issues.
- Liaising within the school making links where necessary with pastoral support and the other SENDcos.
- Acting as an advisor for other staff/governors on relevant issues.
- Ensuring reviews by Social Care colleagues are given priority and that reports are sent by the school to the meetings.
- Ensure that all Looked After Children have a Personal Education Plan and that it is prepared within the timescales.
- Ensure the speedy transfer of educational information from the school to appropriate colleagues, and on transfer.
- Supporting children through transfer.
- Reporting to the governing body on the educational outcomes and circumstances of Looked After Children.

Links to other policies

Safeguarding and child protection

Anti-bullying

Single Equalities

Behaviour Management

Special Educational Needs