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Canterbury Nursery School
and Centre for Children and Families

Basil Street,
Bradford, BD5 9HL
Executive Head Teacher: Duncan Jacques
Head of School: Jackie Bracewell

Policy

Children Looked After

Statutory or Non Statutory	Non Statutory
Frequency of Review	Annually
Last Review	September 2018
Next Review	September 2019
Website	Yes

Canterbury Vision

At Canterbury, children and their families are at the heart of an encouraging and challenging environment, where everyone recognises and celebrates differences, actively communicates the importance of learning and believes everyone can achieve.

Children Looked After. (Children in Care).

Definition

'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

Children Act (2004).

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of children under section 52 of the Children Act 2004" and associated guidance on the education of Children Looked After (Children LA).

Governor Responsible: Tracy Wilkinson

Designated Lead: Antonia Addison

The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- Prioritizing education;
- Having high expectations;
- Inclusion – changing and challenging attitudes;
- Achieving continuity and stability;
- Early intervention – priority action; and
- Listening to children.

The Guidance introduced two key measures:

- To ensure designated Teachers are nominated in every school
- To ensure Personal Education Plans (PEPs) are in place for all Children Looked After.

This governing body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

Responsibility of the Head of School

- Identify a Designated Teacher for CLA, whose role is set out below.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of CLA and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CLA to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA:
- The Education (Admission of CLA England) Regulations 2006. Relevant DfE

guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

- Ensure that the school has an overview of the needs and progress of CLA.
- Allocate resources to meet the needs of CLA.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of CLA are recognised and met.

Role of the designated teacher

The Designated Teacher should:

Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker and arrangements are put in place to ensure their needs identified and met.

- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Maintaining an up-to-date record of the CLA in school, including those in the care of other authorities and ensuring all necessary information is passed to other staff as required
- Ensure that each Child Looked After has an identified member of staff that they can talk to (key person).
- Track academic progress and target support appropriately
- Co-ordinate any support for the CLA that is necessary within school liaising with staff in school, including the person responsible for Child Protection to ensure they are aware of the difficulties and educational disadvantage CLAs may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Promote inclusion in all areas of school life and encourage CLA to join in extracurricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of CLA.
- Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the rapid transfer of information between individuals, agencies and if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Be aware that 60% of CLA say they are bullied, so will be alert to and actively monitor and prevent bullying in school.
- Attending training as required to keep fully informed of latest developments and policies regarding CLA.

The roles and responsibilities of other staff

- As with all children, have high aspirations and celebrate the educational and personal achievement
- Promote the self-esteem of all CLA
- Maintain CLA's confidentiality and ensure they are supported sensitively
- Respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- Have an understanding of the key issues that affect the learning of CLA

- Liaise with the Designated Teacher where a Child who is Looked After is experiencing difficulty;

The role of the Governing Body

The governing body of this school will:

- Ensure that admission criteria prioritise CLA, according to the Code of Practice on Admissions
- Ensure all governors are fully aware of the legal requirements and Guidance for Children in Care;
- Ensure that there is a named Designated Teacher for Children Looked After;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body;
- For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.

Success Criteria

The success of this policy is evidenced by the progress made by all Looked After children.

Policy to be reviewed annually.

Confirmation the Policy in respect of Canterbury Nursery School and Centre for Children and Families has been discussed by the Governing Body

Signed by:

Chair of Governors: Date:

Executive Head / Head of School: Date

Agreed at the Governing Body Meeting on: