

RAMSEY MANOR LOWER SCHOOL
POLICY FOR LOOKED AFTER CHILDREN

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for all to learn and grow.
Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: STRONGLY RECOMMENDED

DATE ADOPTED: March 2010

Policy agreed by staff: RS date: Dec 2018

Policy agreed by Governors: HB date: Dec 2018

Date of next review: Dec 2019

AIM

To promote the educational achievement and welfare of pupils in care.

The Name of the Designated Teacher for Looked After Children:

Mrs A Freaks

The Name of the Deputy Designated Teacher for Looked After Children:

Mrs Sanders

The Role of the Designated Teacher for Looked After Children

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in public care' and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of children who are in public care, and to promote the involvement of these children in extra-curricular activities, home reading schemes, school councils, etc;
- To act as an advocate for children and young people in public care;
- To develop and monitor systems for liaising with carers and colleagues in CSC (Children Social Care);
- To hold a supervisory brief for all Looked After Children, e.g. to ensure all relevant education and care information is available to school staff and carer(s)

as appropriate, and that this information is kept up to date and stored in a secure location;

- To monitor the educational progress of all children who are looked-after in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement or unusual absence from school;

Work with Individual Looked After Children

- To work with individual children, possibly through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and/or pupils;
- To implement a Central Bedfordshire Personal Education Plan for each child and review it as required in the notes of guidance as this will contribute to the educational component of their care plan;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;
- To supervise the smooth induction of a new Looked After Child into the school
- To ensure the child is receiving extra support through Pupil Premium funding

Liaison:

- To help communication with the Virtual Headteacher (Children's Services) and the LAC Nurse 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 care planning meetings and statutory reviews;
- To be named contact for colleagues in Children's Services (CS);
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of all children looked after on the school role to the Corporate Parenting Officer as requested
- To liaise with the Virtual Headteacher through meetings and correspondence.

Training:

- To develop knowledge of Social Care procedures by attending training events organised by the Local Authority and in particular the LSCB (Local Safeguarding Children's Board) for Looked after children;
- To cascade training to school staff as appropriate.

Governor

The name of the Governor with special responsibility for Looked After Children in the school: Jennie Southgate

The role of that Governor

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

- The number of looked-after pupils 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 to other pupils;
- The level of fixed term/permanent exclusions;
- Pupil destinations

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

- The National Curriculum;
- Additional education support;
- Extra-curricular activities;

School Responsibility

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 Head Teacher and/or the Designated Teacher for Looked After Children.

It is appropriate for a classroom support assistant to have knowledge that the young person is in public care only when directly involved in the teaching of the young 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 Headteacher or the Designated Teacher for Looked After Children.

Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility (*1). This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Involve 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.

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

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 and if appropriate parent/s.

Schools and education and social work colleagues within CS should endeavour to co-ordinate their review meetings, e.g. to have an Annual or a Statement Review and a Personal Education Plan meeting or review.

It is important 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.

Assessment, Monitoring and Review Procedures

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social worker, Designated Teacher and Virtual Headteacher. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences);

The PEP will be updated at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Social Care Case Co-ordinator.

*1 Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer. Ref Section 576 Education Act 1996 Children Act 1989 (amended) 'If this were my child' (Local Government Information Unit 2003)

Relevance to other policies

Pupil Premium
Pastoral Support
Safeguarding
Child Protection