

BACUP NURSERY SCHOOL

SCHOOL'S POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN

Definition

Looked After Children are those in public care and are either –

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

Aims

That Looked After Children will prosper as per the Every Child Matters agenda, that is to

- Stay safe
- Be healthy
- Enjoy and achieve
- Be involved
- Acquire economic well being

Rationale

- The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Looked After Children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

ROLES AND PRIORITIES

The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision / outcomes for Looked After Children are specifically recorded in –

- School Improvement Plan
- SEF
- Appropriate School Policies and Procedures
- Specific Reports on issues such as student progress in relation to targets and Fischer Family Trust; exam results; attendance; behaviour, sanctions, exclusions; student voice.

The Headteacher and Leadership team will also -

- Provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.
- Ensure staff are aware that the provision to support Looked After Children is a key school priority.
- Give the Designated Teacher for Looked After Children the time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in Looked After children in the school.
- Challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of Looked After Children achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of Looked After Children on the school's roll.

Governing Body

The Governing Body will appoint a Designated Teacher for Looked After Children.

The Governing Body will receive reports on Looked After Children as outlined above.

Designated Teacher

The Designated Teacher is the Headteacher and will

- Be a champion for Looked After Children within the school and ensure that they are receiving special provision.
- Ensure that the Looked After Children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who are Looked After Children, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement levels of Looked After Children –
 - the students are following an appropriate curriculum;
 - the students know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
 - the school's data tracking and comparisons show on at least a termly basis if a student is underachieving with monitored intervention strategies then being put into place;
 - the students have access to any booster support that is available in the school;
 - the students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
 - students on the Special Educational Needs register receive all possible support to meet their needs;
 - able students have access to the school's Gifted and Talented provision;
 - all possible support is given at times of transition to primary school.
- the students have all possible individual assistance in developing their basic skills including reading;

- students on the SEN register receive all possible support to meet their needs;
- able students have access to the school's Gifted and Talented provision;
- all possible support is given at the times of transition to primary school.-
- To ensure that Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history.
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To check progress and to listen to his/her views about both in school and out of school issues.
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
- To monitor attendance on a weekly basis.
- To draw up strategies for students who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
- To ensure that students are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child being bullied.
- To liaise closely with the Education of Looked After Children (ELAC) Team
 - contact the ELAC Team if access is needed to a Social Worker or a multi-agency team;
 - informing the ELAC Team of any problems out of school that seem to have been identified;
 - seeking the support of the ELAC Team if LA or other agency procedures do not seem to be giving necessary support to Looked After Children;
 - keeping the ELAC Team informing about the general progress of Looked After Children;
 - informing the ELAC Team if carers do not seem to be co-operating with the school in helping the student's educational development.

NB The ELAC Team will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.

Teachers

To be aware of Looked After Children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.