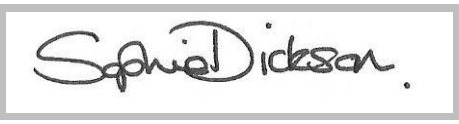
Ashwicken Primary School

Looked After Children Policy ~ 2022/2023

Approved by:		Date: Autumn 2021
		Head Teacher
		Chair of Governors
Next review due by:	Autumn Term 2023	

Who are our Looked after Children?

Children and young people become “Looked After” either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Looked after Children (LAC) will be living with foster parents but a smaller number may be in children’s residential units, living with a relative or even be placed at home with their birth parents.

The governing body of Ashwicken Primary School is committed to providing quality education for all its pupils, based on: equality of access, opportunity and outcomes. We fully subscribe to the five outcomes of Every Child Matters and, therefore, the Government's aim for every child, whatever their background or their circumstances, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

For LAC, it is nationally recognised that there is considerable educational underachievement when compared with their peers and this governing body is committed to implementing the principles and practice as outlined in: DfE Circular 0269/2000, DfE/DOH Guidance 2000, Children’s Act 2004, ***“The duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential”***

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

1. Prioritising education
2. Having high expectations
3. Inclusion – changing and challenging attitudes
4. Achieving continuity and stability
5. Early intervention – priority action
6. 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 LAC

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

Role and responsibility of the Designated Teacher

The Designated Teacher should:

- Be an advocate for LAC.
- Ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status.

- Ensure that an Electronic Personal Education Plan (EPEP) is completed within 20 days of entering care or joining a new school. This should be prepared together with the child and the carer/s (and parent/s if possible), in liaison with the class teacher and social worker and other relevant support workers/agencies. Where appropriate, the EPEP should take account of any Pupil Centred Plan, Pastoral Support Plan (PSP), Individual Risk Management Plan (IRMP), career plan or any other relevant plans. The EPEP should set termly educational, personal, social and emotional targets and be reviewed termly.
- Ensure that each Looked After Child has an identified member of staff that they can talk to.
- Ensure entry to examinations for all LAC.
- Ensure that all LAC receive weekly Thrive sessions to support the development of unmet emotional needs.
- Co-ordinate support for the child in the schools and liaise with other professionals and carers as necessary.
- Ensure staff and governors receive relevant information and training.
- Ensure confidentiality for individual children and only share personal information on a need to know basis.
- Provide written information to assist planning/review meetings and ensure attendance as far as possible.
- Encourage LAC to participate in extra-curricular activities and out of hours learning.
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

Roles and responsibilities of all staff

- As with all children, we have high aspirations and celebrate the educational and personal achievements of LAC.
- Ensure entry to examinations for LAC.
- Be familiar with the Guidance on LAC and respond appropriately to requests for information to support the completion of EPEPs and other documentation needed as part of review meetings.
- Liaise with the Designated Teacher where a Looked After Child is experiencing difficulty.

Role and responsibility of the Governing Body

The governing body will:

- Ensure that admission criteria prioritise LAC, according to the Code of Practice on Admissions
- Ensure all governors are fully aware of the legal requirements and Guidance for LAC
- Ensure that there is a named Designated Teacher for Looked After Children
- 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

- Review the effective implementation of this policy, preferably annually and at least every three years
- Ensure that the schools' other policies and procedures give looked after children equal access in respect of: Admission to school, The National Curriculum and public examinations, additional educational support where this is needed, extracurricular activities, work experience and careers guidance.

Single Equality Scheme and Action Plan

Our Single Equality Scheme and Action Plan, enables us to outline a framework for action which covers all six equality strands: age, disability, gender, race, religion and belief and sexual orientation to ensure that we meet our responsibilities of providing an inclusive primary curriculum for all children.

Training

Designated staff for SEND, Looked After and Adopted Children will attend necessary training as appropriate.