

Policy for the Inclusive Education of Looked After & Previously Looked After Children

Policy reviewed: September 2020

Future Review: September 2021



Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11

Policy for the Inclusive Education of Looked After & Previously Looked After Children



Purpose

To promote the educational achievement and welfare of Looked After Children.

Introduction

Oxfordshire Virtual School believes that all Looked After Children (LAC) should have equitable access to excellent educational provision and be able to achieve at a similar level to all Oxfordshire children. It is recognised nationally that there is considerable educational underachievement of children in residential and foster care, when compared with their peers.

All staff and governors at Woodstock Primary are committed to ensuring improved educational life chances for Looked After Children by ensuring that:

- Staff are aware that being or becoming 'looked after' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given
- Designated Teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Headteacher
- School staff and governors are aware of the DfE statutory guidance: *Duty on local authorities to promote the educational achievement of looked after children and The Designated Teacher for looked after and previously looked-after children: statutory guidance on their roles and responsibilities* (Feb 2018)
- School staff and governors are aware of The Virtual School (VSLAC) guidance: *School Policy for the Inclusive Education of Looked After Children* (July 2016)
- There is a dedicated Governor to monitor the work of the school in supporting its looked after children as a part of a larger group of vulnerable children

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 44 and 46)
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school.

All these groups are said to be 'Looked After Children' (LAC). They may be looked after by our local authority or may be in the care of another authority but living in ours.

Previously looked-after children are those who: Are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well 2 An 'eligible' child is a child who is looked-after, aged 16 or 17 and has been looked after by a local being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Roles & Responsibilities

The Designated Teacher for Looked After Children is: Anne Hipwell, Inclusion Manager

The dedicated Governor to monitor the work of the school in supporting our looked after children is: Anna Watkinson, SEND Governor

The Designated Teacher will:

- Be an advocate for LAC within school
- Ensure the pupil premium is used effectively to ensure Looked After Children make progress, especially in English and Maths.
- Be familiar with the **statutory** guidance on the role of the designated teacher
- Give regard to the impact of relevant decisions for LAC on both the LAC and the rest of the school community
- Know all the LAC in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about LAC
- Act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from the LAC team when appropriate
- Ensure that LAC receive a positive welcome on entering school, especially mid-year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle
- Ensure that all LAC have an appropriate PEP that is completed within 20 days of joining the school or of entering care (see guidance on PEPs) and ensure that the young person contributes to the plan
- Ensure that all data on LAC is made available for meetings between the Headteacher, governors and the school improvement partner
- Keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals
- Convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to LAC
- Ensure that care and school liaison is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extra-curricular activities for LAC
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a LAC transfers to another educational placement
- Contribute information to LAC reviews when required
- Report to the Governing Body on LAC in the school and inform of relevant policy and practice development
- Agree with the social worker the appropriate people to invite to Parents' Evenings etc
- Prepare reports for Governors' meetings to include:
 - o The number of LAC on roll and the confirmation that they have a Personal Education Plan
 - o Their attendance compared to other pupils
 - o Their attainment compared to other pupils
 - o The number, if any, of fixed term and permanent exclusions
 - o The destinations of pupils who leave the school
- Attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of LAC.
- Arrange a mentor (adult and /or pupil) to whom the young person can talk, possibly through the learning mentor scheme or through Connexions, particularly when the pupil is new to school.

- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN. LAC are six to eight times more likely to have an Educational Health Care Plan than the general school population.

Good practice suggests that all school staff will:

- Follow school procedures
- Keep the Designated Teacher informed about a LAC's progress
- Have high expectations of the educational and personal achievements of LAC
- Positively promote the raising of a LAC's self-esteem
- Ensure any LAC is supported sensitively, and that confidentiality is maintained
- Be familiar with the school's policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the Designated Teachers where a LAC is experiencing difficulties
- Give only official exclusions and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful of the difficulties this may create in the care placement
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate

Good practice suggests that the Governing Body will:

- Ensure that the admission criteria and practice prioritises LAC according to the DfES Admissions Code of Practice
- Ensure all governors are fully aware of the legal requirements and guidance for LAC
- Ensure there is a Designated Teacher for LAC
- Liaise with the Headteacher, Designated Teacher and all other staff to ensure the needs of LAC are met
- Nominate a governor with responsibility for LAC who links with the Designated Teacher
- Receive regular reports from the Designated Teacher
- Ensure that the school's policies and procedures give LAC equal access in respect of admission to school:
 - o National Curriculum and examinations, both academic and vocational
 - o out of school learning and extra-curricular activities
 - o Work experience and careers guidance
- Annually review the effective implementation of the school policy for LAC
- Ensure that the Designated Teacher is invited to the exclusion meetings for LAC

The Local Authority will:

- Lead the drive to improve educational and social care standards for LAC
- Ensure that the education for this group is as good as that provided for every other Oxfordshire pupil
- Ensure that LAC receive a full-time education in a mainstream setting wherever possible
- Ensure that every LAC has a school to go to within 20 days of coming into care or of coming to Oxfordshire from another authority
- Make sure that each LAC has a PEP according to national guidance
- Ensure that every school has a Designated Teacher for LAC and that these teachers receive appropriate information, support and training
- alternative educational provision where appropriate
- Provide Ensure that appropriate support is provided whenever possible
- Work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1 and 2, and at any mid-phase transfer
- Be vigilant and proactive in identifying the special educational needs of LAC and work collaboratively with other services and agencies to meet those needs

Documentation and Monitoring of Progress

In-line with the recommendations of Oxfordshire Virtual School:

- We contribute to the process whereby all Looked After Children have a high quality Personal Educational Plan (PEP) in place within 20 days of starting at our school or becoming looked after. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (Student profile, IEP, PSP, Statement of Educational Need or Education, Health and Care Plan.)
- PEP targets will reflect the outcomes everyone, most importantly the child, aspires to. These will determine the need for pupil premium plus for the child or young person.
- The child's views will be sought by the Designated Teacher and noted on the PEP.
- If appropriate the child will attend the PEP and contribute.
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff in order that, the child has the opportunity to achieve his or her targets.
- The school should assess each child's attainment either on entry to the school or on becoming looked after to ensure continuity of learning. These baselines should be recorded in the PEP.
- The school will monitor and track the achievement and attainment of all pupils at regular intervals and report this to the Virtual School. Where a child is underachieving, a PEP review will be arranged to discuss how this underachievement will be addressed.
- The Designated Teacher will know all the LAC in school and will have access to their relevant contact details including parents, carers and social worker.
- The Designated Teacher will also know about any LAC from other authorities.
- We will flag LAC status appropriately in the school's information systems so that information is readily available as required.

Joined Up Working

In the best interest of LAC we will work closely with Oxfordshire Virtual School. The Virtual School will:

- Send representatives to any review held for the child where appropriate.
- Send reports to any review held for the child and ensure any additional information is also forwarded.
- Take a proactive approach in co-operating with and supporting the relevant Local Authority with regard to the education of our looked after children.
- Liaise with other agencies as appropriate so that each looked after child has the opportunity to achieve their full potential.

At school, we firmly believe in developing a strong partnership with parents/carers and caseworkers to enable LAC to achieve their full potential. We will ensure that carers and social workers are kept fully informed of their child's progress and attainment.

Training

- We will attend Local Authority training regarding the roles and responsibilities involved in the education of Looked After Children.
- The Headteacher and Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

Governance

- We have a governor designated to lead on children in care and other vulnerable groups.
- We ensure that the designated teacher report at least once a year to governors on the training they have received and the safety of children in care.
- Governors have good knowledge of the impact of the pupil premium for Looked After Children and challenge leaders.

Admissions

- The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against LAC pupils.
- Due to care placement changes, LAC may enter school mid-term. It is vital that we give them a positive welcome. If necessary, we may offer additional support and pre-entry visits to help them settle.
- Where an application is received for a place for an unaccompanied asylum-seeking child, the school will give due attention to the agreed protocol ensuring that these vulnerable young people are swiftly admitted and integrated in to school.

Inclusion

- This policy recognises that all pupils are entitled to a balanced and broadly-based curriculum.
- Our LAC Policy reinforces the need for teaching that is fully inclusive.
- The Governing Body will ensure the school makes appropriate provision for all LAC pupils'
- We encourage each Looked After Child to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning.
- In the few instances where we review whether a child is still appropriately placed in a school we will:
 - Contact the LA education inclusion service and, if appropriate, the SEN Officer to discuss appropriate alternative arrangements.
 - Involve the child, the social worker and the carer at all stages of decision making.
 - We will consider all alternatives to exclusion, recognising that exclusion for a Looked After Child has far broader implications than for those of other children.

LAC Policy Review and Evaluation

We consider the LAC Policy to be important and we undertake a thorough review of both policy and practice each year. The outcomes of this review will inform the School's Raising Achievement Plan.

Policy Review: Autumn 2019

Future Review: Autumn 2020