



Children Looked After Policy

Head Teacher: Mr M Brown
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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Review Date	January 2021		
Review Period	Annually		
Lead Person	DHT, Behaviour and Welfare	Sarah Cascarino	
Prepared by	DHT, Behaviour and Welfare	Sarah Cascarino	
Verified by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

The Governing Body of Blackfen School for Girls adopted this Children Looked After Policy on Thursday 30th January 2020.

Definition of Children Looked After

The term 'looked after' was introduced by the Children Act 1989 and refers to children who are subject to care orders and those who are voluntarily accommodated. Children become looked after when their birth parents are unable to provide on going care in either a temporary or permanent capacity.

Rationale:

The overarching aim of this policy is to ensure that the Children Looked After on roll at Blackfen School for Girls have their individual needs met and receive equal opportunity in education despite any disadvantage they have encountered or continue to encounter in their lives.

- To ensure that this aim is met the following roles and responsibilities have been agreed within the school.

Outcomes:

- Ensuring all Children Looked After reach their potential.
- Ensuring that the school's Children Looked After Policy is made public and that everyone working in and associated with the school is prepared to work within the policy guidelines.
- Recognising that all practitioner working within the school is responsible for the achievement and support for the Children Looked After in their individual classes on a day-to-day basis.

Key roles:

The role of the Designated Teacher (DT)

- Maintain up to date records of CLA on role at the school.
- Promote a culture of high expectations and aspirations.
- Keep an overview of the academic progress and needs of each CLA student and to challenge adults where necessary.
- Ensure the young person has a voice in setting learning targets and making decisions about their education.
- Advocate on behalf of CLA.
- Prioritise CLA for one to one tuition and other whole school initiatives.
- Assist foster carers in supporting learning at home.
- Keep abreast of National and local policies and initiatives aimed at supporting the education of CLA.
- Attend DT training organised by the Virtual School Bexley.
- Be the point of contact for all agencies requesting information about the child.
- Promote the differentiation of the curriculum and teaching strategies for Children Looked After.
- Lead on the development and implementation of the Personal Education Plan in School.
- Run training for staff regarding CLA issues as necessary.
- Ensure that the school does everything possible to maximise the educational stability for the child.
- Ensure all monies from the Pupil Premium is spent effectively to raise attainment for the individual Children Looked After.

The role of the Personal Education Plan (PEP)

- The PEP forms part of the care plan and will be completed within 20 days when a new CLA comes onto the school role or a current student becomes looked after.
- A PEP meeting will be convened at least every 6 months in addition to times when changes are occurring in educational provision or key decisions regarding education need to be made.
- The PEP will be shared with key staff who plan and deliver the support needed by the child.

- The school recognises that it has a responsibility for making the PEP a living and useful document.
- The PEP form will be updated at least every 6 months with educational progress, current assessment levels, target levels and other key data.
- Effective arrangements will be made for the speedy transfer of information such as the PEP on the transfer of a child to a new teacher or school.

APPENDIX 1

The role of the Governing Body

- To ensure the appointment of a suitably qualified designated teacher to promote the educational achievement of Children Looked After (CLA).
- To ensure the designated teacher undertakes appropriate training.
- To review an annual report from the designated teacher.
- To receive and act on matters raised in the report in order to support the increased effectiveness of the designated teacher role.
- To identify a named governor who will liaise with the DT to ensure the implementation of this policy.
- To consider the needs of CLA when reviewing all school policies and procedures.
- To review this policy annually.

The responsibilities of others within the school

- The class teacher, form tutor and subject teachers will regularly liaise with the DT regarding issues for CLA and provide targets and assessment information for the PEP.
- Subject/class teachers will seek advice and support from the DT as necessary.
- All staff will attend appropriate training regarding CLA issues as required.

The responsibilities of the designated teacher to others beyond the school

- To ensure there is central point of contact in school for CLA related enquiries.
- To promote joined up working with other agencies.
- To work with social care to minimise disruption to the child's education.
- To ensure that key school documents and reports are communicated to social workers, the Virtual School, birth parents and carers as appropriate.
- To ensure that information is shared through the PEP and other professional meetings.

Publications:

Promoting the education of looked-after children (DFE 2018).

The roles and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies. (DFE 2018).

Improving the attainment of looked after young people in secondary schools – Guidance for School. (DFE 2009).