



Homewood School & Sixth Form Centre

LEARNING • RESPECT • BELONGING



LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN POLICY

Date approved by Governors
8th April 2019

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Looked-After and Previously Looked-After Children

This policy will be reviewed every 3 years

DATE OF POLICY: APRIL 2019

DATE OF REVIEW: APRIL 2022

Member of staff responsible for Policy:

Principal & Asst Vice Principal

Signed.....

Principal

Signed.....

Chair of Governors

School Policy for the Education of Looked-After and Previously Looked-After Children

At Homewood School we believe that all Looked-After and Previously Looked-After children should have equitable access to excellent educational provision and achieve at a similar level to all children. We as a school community aim to be champions for Looked-After and Previously Looked-After children and take a proactive approach to support their success, recognising that we as school have a vital role to play in promoting children and young people's social and emotional development.

This policy takes account of:

- The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked-After and Previously Looked-After Children.
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Promoting the education of looked-after and previously looked-after children (February 2018)

Homewood School's approach to supporting the educational achievement of Looked-After and Previously Looked-After Children is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

Implications

As for all our students, Homewood is committed to helping every Looked-After and Previously Looked-After child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The Governing Body of our school is also committed to providing quality education for all students and will:

- Ensure Looked-After and Previously Looked-After children are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to Looked After Children in their oversubscription criteria).
- Ensure a Designated Teacher for Looked-After and Previously Looked-After Children is identified and enabled to carry out the responsibilities set out below

- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Child in Care, in line with Kent’s guidance on Personal Education Plans.

Personal Education Plans

“The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential.” (*Promoting the Education of Looked After Children and Previously Looked After Children – February 2018*)

“The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances.” (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

We will:

- Ensure that there is a Personal Education Plan for each child to include appropriate targets. This must be compatible with the child’s Care Plan held by the Social Worker, and form part of any other school plan. e.g. EHC plan (Sept 2014) Transition Plan, Pastoral Support Programme, Pathway Plan at Post 16.
- Contribute to the process whereby all looked-after Children have a high quality Personal Educational Plan (PEP) in place within 10 days of starting the school. 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 (IEP, PSP, EHCP)
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff in order that any looked-after child has the opportunity to fulfil and achieve the targets set
- Hold a PEP meeting involving the Social worker, foster carers, young person and parent if appropriate

- Identify a governor as Designated Governor for looked-after and previously looked-after children.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of looked-after and previously looked-afater children when reviewing them:

- Oversubscription criteria
- The Home School Agreement
- Ethos for Learning Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection Policy
- Special Educational Needs Policy

The school will champion the needs of Looked-After and Previously Looked-After children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN SCHOOL POLICY ATTACHMENTS

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher for Looked-After and Previously Looked-After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked-After and Previously Looked-After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked-After and Previously Looked-After Children. OFSTED now select a number of Looked-After and Previously Looked-After Children, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

RESPONSIBILITY OF THE GOVERNING BODY

- Identify a nominated Governor for Looked-After and Previously Looked-After Children.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked-After and Previously Looked-After Children.
- Ensure the school has an overview of the needs and progress of Looked-After and Previously Looked-After Children.
- Allocate resources to meet the needs of Looked-After and Previously Looked-After Children.
- Ensure the school's other policies and procedures support their needs.

Procedures: the Governing Body will:

- Monitor the academic progress of Looked-After and Previously Looked-After Children, through an annual report (see below).
- Ensure that Looked-After and Previously Looked-After Children are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked-After and Previously Looked-After Children achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked-After and Previously Looked-After Children are recognised and met.
- Receive a report once a year setting out:
 1. The number of Looked-After and Previously Looked-After Children on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. Their SAT scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other pupils.
 4. The number of fixed term and permanent exclusions (if any).
 5. The destinations of pupils who leave the school.
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

THE ROLE OF THE DESIGNATED TEACHER

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen... [who] should be an advocate Looked-After and Previously Looked-After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

Governors should be aware that all schools are already required to have a designated teacher for Looked-After and Previously Looked-After Children. It is strongly recommended that this person should be a member of the Senior Management Team. Training for Designated Teachers has been and will continue to be available through the virtual school. Governors should also be aware that OFSTED will focus on Looked-After and Previously Looked-After Children, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child’s social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people.
- Ensure that each Looked-After and Previously Looked-After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child’s own wishes. *Members of staff who take on this role may need to be supported by someone from the school’s pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school’s DSL.*
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked-After Child that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Looked After children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked-After and Previously Looked-After Children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Looked-After and Previously Looked-After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.
- Ensure that necessary attendance information is returned to the Virtual School.
- Raise awareness in secondary schools that Looked-After and Previously Looked-After Children are automatically entitled to an allowance if they go into the sixth form.

THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of Looked-After and Previously Looked-After Children, as for all pupils.
- Maintain Looked-After and Previously Looked-After Children's confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked-After and Previously Looked-After Children to achieve stability and success within school.
- Promote the self-esteem of all Children in Care.
- Have an understanding of the key issues that affect the learning of Children in Care.
- Be aware that 60% of Looked-After and Previously Looked-After Children say they are bullied so work to prevent bullying in line with the School's policy.

The Kent Virtual School Assistant Headteacher is Jennifer Kemp. She is based at Kroner House and can be contacted on 03000 415685 or email Jennifer.kemp@kent.gov.uk

The Designated Teacher is Hannah Jones, in her absence the designated contact will be Vicki English (DSL).

The Looked After Child link governor is Mrs Susan Mash.

This policy was agreed and adopted at a Governors' Meeting held on April 2019
The policy will be formally reviewed April 2022.

The Headteacher/the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.