



THE

de Ferrers

A C A D E M Y

Policy For Looked After Children

Reviewed September 2018

Author:	Mr M P O'Hare
Approval needed by:	The Trust Board
Consultation required	The Local Governing Body
Adopted (date):	December 2018
Date of next review:	September 2019

Introduction

De Ferrers Academy believes that, in partnership with Local Authorities, we have a special duty to safeguard and promote the education and welfare of our Looked After Children.

Aim

To provide a safe and secure environment where education is valued and belief in the abilities and potential of all children is inculcated.

To support our Looked After Children and give them every opportunity to achieve their potential and to enjoy learning.

To fulfil our role as 'corporate parents' to promote and support our Looked After Children by asking the question, '**Would this be good enough for my child?**'

Appointments

A Designated Teacher for Looked After Children will be nominated to act as their advocate and coordinate support for them. The Inclusion Manager will assume day-to-day management responsibilities.

Name of Designated Teacher for Looked After Children: **Mr M O'Hare**

KS Learning Mentors: **Miss A Williams (Trent) and Miss K Massey (Dove)**

A governor will be nominated to ensure that the needs of Looked After Children in the Academy are taken into account at a school management level and to support the Designated Teacher.

Name of Governor with Special Responsibility for Looked After Children: **Mr C Moss**

Role of the Key Stage Learning Mentors with Responsibility for Looked After Children

Within the Academy:

- to maintain an up to date record of all Looked After Children who are on the Academy roll.
- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them.
- to inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, Academy councils etc.

- to act as an advocate for Looked After Children.
- to develop and monitor systems for liaising with carers, Vulnerable Children's Services and the Education Inclusion Department.
- to hold a supervisory brief for all Looked After Children to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date.
- to monitor the educational progress of Looked After Children in order to inform the Academy's development plan.
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy.
- to ensure positive CAIG (Careers, Advice, Information & Guidance) with Looked After Children in Year 10 and 11.
- to prepare and submit termly Pupil Premium Provision Plans as required by LAs.
- to prepare an Annual Report for Governors.

Work with Individual Looked After Children:

- to enable the child to make a contribution to the educational aspects of their care plan.
- to help ensure that each pupil has a Personal Education Plan (PEP) or EPEP, initiated by the young person's social worker.
- to coordinate the spending of each student's Pupil Premium Funding through the Academy. All PP purchases and payments must be generated by the academy and approved by the Business Manager.

Liaison:

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register.
- to help co-ordinate Looked After Children review meetings, so that the PEP can inform the child's Care Plan.
- to attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children care planning meetings.
- to be the named contact for colleagues in Education Inclusion and Vulnerable Children's Service.
- to ensure the speedy transfer of information between agencies and individuals.

Training:

- to develop knowledge of Vulnerable Children/Education Inclusion procedures by attending training events organised by the Local Authority.
- to cascade training to Academy staff as appropriate.

Role of Governor with Special Responsibility

The named Governor will report to the Governing Body on an annual basis and should be satisfied that the Academy's policies and procedures ensure that Looked After Children have equal access to:

- The Curriculum.
- Public examinations.
- Careers' guidance.
- Additional Educational Support.
- Extra-curricular activities.

Responsibility for Looked After Children in the Academy

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Principal and/or the Designated Teacher for Looked After Children.

It is appropriate for Inclusion Support Assistants to have knowledge that the young person is being looked-after only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Principal or the Designated Teacher for Looked After Children.

Admission Arrangements

On admission, records (including the PEP/EPEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new PEP. An appropriate Academy induction will take place.

Involving the Student

It is important that a student is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the Academy, the Social Worker, and their carer(s) are working together to promote their education.

Communication with Other Agencies

The Academy is to ensure that a copy of all reports (e.g. Academic Summaries) are forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

The Academy, Education Inclusion and the Vulnerable Children's Service should endeavour to co-ordinate their review meetings.

Vulnerable Children's Service, the Education Inclusion Service and the Academy will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if the Academy is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Care Plan that will include a PEP that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance.
- Achievement Record (academic or otherwise).
- Behaviour.
- Homework.
- Involvement in Extra Curricular Activities.
- Special Needs (if any).
- Development needs (short and long term development of skills, knowledge or subject areas and experiences).
- Long term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by the Vulnerable Children's Service.

The named governor will report annually to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.

September 2018