# Hope School and College.
# Looked After Children and Previously Looked After Children Policy.

Policy reviewed annually by the Headteacher and Governors

## 1 The Governing Body

The governors will carry out their role in line with statutory guidance.

**The designated governor in school is Christine Slonker**

The governing body, head teacher and school leadership team will support the education of looked-after and previously looked-after children by ensuring that the designated teacher has:

- Appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others.
- Training opportunities, including time away from their main commitments, to acquire and keep up to date the necessary skills, knowledge and understanding, including a good knowledge of SEN.
- Appropriate monitoring arrangements to ensure that the school is providing appropriate support for looked-after and previously looked-after children.

They will also ensure that school policies consider the needs of looked-after and previously looked-after children. This consideration will include additional arrangements for looked-after and previously looked-after children when considering:

- Admissions
- Exclusion
- Behaviour Management
- Mental Health Needs
- Specific safeguarding challenges
- Special Educational Needs and Disabilities (SEND)
- Gifted and talented students
- Teaching and learning needs
- Educational visits and extended school activities.

The Governing body will hold the school to account on how it supports looked-after and previously looked-after children including:

- How the Pupil Premium Plus (PP+) is used
- Level of progress

## 2 The Designated teacher

The designated teacher will carry out their role in line with statutory guidance.

**The Designated Teacher (DT) is Shona Formby**

The designated teacher is the central point of initial contact within the school. They will join up resources and support to minimise any disruption to a child's learning.

- The designated teacher will work with the Virtual School Head (VSH) to promote the education of looked-after and previously looked-after children by promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.
- They will take the lead responsibility for ensuring staff understand how the whole school supports the educational achievement of looked-after and previously looked-after children.
  Our school will make sure that all staff:
  1) Have high expectations of children's learning and set targets to accelerate educational progress
  2) Are aware of the emotional, psychological and social effects of loss and separation (Attachment awareness)
  3) Understand how important it is to see children as individuals
  4) Appreciate the central importance of the looked-after child's PEP (Personal Education Plan)
  5) For previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents and guardians who want advice or have concerns about their child's progress at school.

- The designated teacher will have a direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children. They will:
  1) Contribute to the development and review of whole school policies and procedures
  2) Ensure the Pupil Premium plus (PP+) is used effectively within the school to have the greatest positive impact on children's learning. This includes ensuring parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to attract PP+
  3) Ensure looked-after and previously looked-after children are prioritised for support; listened to; encouraged to participate; and believe they can achieve through an ethos of aspiration.
  4) The designated teacher will chair Personal Education Plan (PEP) meetings to effectively plan, utilise school resources, and ensure each child has access to the support they need to achieve. These meetings will take place times per academic year to review support and deploy effective resources. Documentation will be co-produced with family and social care and shared with appropriate professionals as part of the child's care plan.

- The designated teacher will work closely with professional agencies including the foster carer; allocated social worker; virtual school head; learning and behaviour support agencies; EPS; SENDs; CAMHS; local police/youth offending services; community nurses and any other professional agency involved in supporting child and family.

## 3 Transfer out of care

- When children cease to be looked-after the designated teacher will maintain links with VSHs for the purposes of promoting the educational achievement of this group of previously looked-after children.
- The designated teacher will ensure that family members and carers are aware that they must pass on information about previous care status to any education settings. This information cannot be passed from school to school as it will be protected information under GDPR.

## 4 Voice of the child

- We will listen to the voice of looked-after and previously looked-after children as a vital part of successfully understanding and meeting their needs.

## 5 Pupil Premium Plus (PP+)

School aged looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This additional funding provided to help improve the attainment of looked-after and previously looked-after children and close attainment gap between this group and their peers.

- All pupil premium spending will take account of the specific needs of eligible children
- PP+ reflects the significant additional barriers faced by looked-after and previously looked-after children
- PP+ is allocated according to need rather than a personal budget.
- Our school will use PP+ to address need in social, academic and mental health needs. This will be in agreement with the VSH from the child's home authority.

## 6. Special Education Needs (SEN)

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans). At our school, all pupils have an EHC plan.

The designated teacher is also the SENCO and will ensure that:

- They work closely with local authority teams where applicable
- Children's PEP's work in harmony with their EHC plan.

## 7. Meeting Mental Health needs

Looked-after children and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues than their peers.

The designated teacher has an important role in ensuring they and other school staff can identify signs of potential issues and understand where the school can draw on specialist services.

Our school can liaise with, and seek guidance from, the CAMHS education school link service and VSH to

support understanding mental health needs for looked-after and previously looked-after children. This enables us to improve a whole school understanding of attachment and trauma and the impact on learning and behaviour for vulnerable children.

We also recognise the impact on staff when working with traumatised children. We will ensure all staff feel supported to address their own needs as well as those of the vulnerable children they care for.

## 8 Working with local authorities

We continue to work closely with the child's home local authority, sending staff on authority training and sharing and returning relevant data and information when requested. PEP meetings are held three times year for each looked after student and there is a very thorough management of paperwork and data monitored by the designated teacher. One of the PEP's will be coordinated with the child's annual review of their EHC Plan.

## 9 Working with carers and parents

We have a very close relationship with parents and carers. There are many opportunities to meet with staff including Open Evening, Parents Evening, PEP, CLA (Child Looked After) and EHC (Education, Health and Care) Plan meetings along with social functions throughout the year. Communication takes place via diaries, DOJO, email and phone calls.

## 10 Exclusions

The past experiences of looked-after and previously looked-after children can impact on their behaviour. Where a looked-after child is at risk of either fixed term or permanent exclusion, the designated teacher will contact the relevant authority's VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.

This policy will be reviewed annually by staff and governors.