

	<b>South Bersted CE Primary Policy for Education of Children Looked After and Previously Looked After</b>
<b>Web and/or Internal</b>	<b>Web &amp; Internal</b>
<b>This policy should be reviewed every</b>	<b>Every three years</b>
<b>Policy approved by Governors</b>	<b>Spring 2021</b>
<b>Date of Review</b>	<b>Spring 2024</b>
<b>Member of staff responsible</b>	<b>InCo</b>
<b>Policy created by</b>	<b>WSCC Model Policy, personalised</b>
<b>Signed by Chair of Governors and/or Headteacher</b>	

**This policy outlines our school commitment to the**

**Education of Looked After and Previously Looked After Children.**

Our school vision is based on John 10:10 *'Life in all its Fullness'* and focuses on educating the whole child. We encourage learners to develop the skills needed to *'become lifelong learners,'* through *'enriching children's moral and spiritual development in a safe, secure and nurturing environment;'* we aim to equip children with the skills they need to become *'21<sup>st</sup> century global citizens'*

**1. The Governing Body**

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

**The Designated Governor in school is Mrs Stephanie Colbourne.**

The Governing Body, Headteacher and Senior Leadership Team (SLT) will support the education of looked after and previously looked after children by ensuring that the Designated Teacher (DT) has:

- Appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others
- Training opportunities, including time away from timetable 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/education setting 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;

- Admission
- Attendance and 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 its looked-after and previously looked-after children, including;

- Use of any Pupil Premium Plus (PP+) funding
- level of progress

## **2. The Designated Teacher**

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

### **The Designated Teacher is Mrs Judith Greatorex**

The DT 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 DT will work with Virtual School Heads (VSHs) 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.

The DT will take lead responsibility for ensuring school staff understand how the whole school supports the educational achievement of these pupils. Our school will make sure that all staff:

- have high expectations of children's learning and set targets to accelerate educational progress;
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness)
- understand how important it is to see children as individuals
- appreciate the central importance of the looked-after child's PEP and understand how it fits into the wider care planning for the child
- 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 or guardians who want advice or have concerns about their child's progress at school.

The DT will have a direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children. They will:

- work directly with looked-after and previously looked-after children and their carers, parents or guardians
- contribute to the development and review of whole school policies and procedures
- provide support and advice to teachers on differentiated teaching strategies and the use of AfL
- ensure the pupil premium plus is used effectively within 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+
- 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.

The DT will chair Personal Education Plan (PEP) meetings to effectively plan to utilise school resources and ensure each child has access to the support they need to achieve.

- These meetings will take place 3 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 DT 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 service; community nurses and any other professional agency involved in supporting the child and family.

### **3. Transfer out of care**

- When children cease to be looked-after the designated teacher will maintain links with VSH's for the purposes of promoting the educational achievement of this group of previously looked-after children to ensure continuity.
- The DT 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+)**

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

- All pupil premium spending will take account of the specific needs of eligible pupils.
- 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 pupil premium 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 Educational 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).

- The DT will ensure that:
  - They work closely with key staff in school and local authority support team where applicable and follow the DfE Code of Practice [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
  - Children's PEPs work in harmony with their EHC plan
- Mrs Greatorex is the Inclusion Lead and DT.

## **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 DT 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 will utilise the CAMHS education link to support understanding mental health needs for looked-after and previously looked –after children.
- This will enable 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 are caring for.

## **8. Working with local authorities**

The designated teacher will liaise with Social Services so that reviews on each child are attended if necessary, or are supported by a written report that promotes the continuity and stability of their education.

School will ensure that should a Child Looked After be identified as at risk of exclusion, contact is made with the LA Inclusion Officer and Head of the Virtual School.

Refer any attendance concerns to the Social Worker, supplying attendance data as required.

## **9. Working with carers and parents**

At South Bersted School we will work actively with carers and parents to support and promote the education of Children Looked After. We will support foster carers and parents

in recognising and valuing educational achievements. We will liaise regularly, in order to maintain positive attendance.

#### **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 DT 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.