



## REDBOURN JUNIOR SCHOOL Children Looked After POLICY

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### REVIEW RECORD

<b>Name of Policy</b>	<b>Date discussed at Staff Meeting</b>
Children Looked After Policy	16 <sup>th</sup> March 2015
<b>Staff Responsible for Review (e.g. Headteacher, Subject Leader)</b>	<b>Date of Review (term and year)</b>
Headteacher	Spring 2015
<b>Date Adoption recorded in Governing Body Minutes</b>	<b>Date of Next Review</b>
11.3.15	Spring 2018

***COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE***

RECORD OF AMENDMENTS	
Page/Clause Amended	Brief Details of Changes

**The Objective:**

To promote the educational achievement and welfare of children looked after on the roll of the school.

**The Name of the Designated Teacher for Children Looked After for the school:**

Claire Gaze

**The Role of the Designated Teacher for Children Looked After***Within School Systems:*

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated;
- To advise on most effective use of the Pupil Premium during the Personal Education Planning meeting.
- To ensure that the Pupil Premium funding and additional budget share funding where relevant is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced.
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils, etc;
- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in Children's Services, (CS) and birth parents where appropriate
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date, used on a need to know basis to help the student overcome obstacles to learning and progress;
- To track and support the educational progress of all children who are looked after in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement by use of the Pupil Premium funding to accelerate progress,
- To intervene if there is evidence of absence from school or internal truancy;
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them.
- To report to the Governing Body at least on an annual basis on the outcomes for children looked after.
- To have completed the iLearn on-line learning module/s specifically for Designated Teachers and to attend other training as appropriate.
- To support the Quality Assurance Process for PEPs and for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after.

### *Work with Individual Children Looked After*

- To discuss with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To ensure that the Pupil Voice section of the Hertfordshire Personal Education Plan is completed for each child and is the result of a one to one meeting so that the views of the student are faithfully represented in the PEP;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;
- To supervise the smooth induction of a new child looked after into the school.
- To develop in-school strategies to track, promote and accelerate the achievement of looked after children and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies

### *Liaison:*

- To liaise with the member of school staff responsible for monitoring children on the Child Protection Plan.
- To develop good communication with Children's Services, (CS) staff so that the Personal Education Plan is supported by the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues in Children's Services, (CS)
- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school role to the Virtual School as requested – attainment termly and attendance each month.

### *Training:*

- To cascade training to school staff as appropriate.
- To attend the annual Designated Teachers conference and participate in area cluster groups for additional training and to share good practice.
- To develop knowledge of procedures by attending training events organised by the Children's Services, (CS), the Virtual School or local Designated Teachers cluster groups,
- To complete the iLearn on-line learning module and regular updates.
- To keep informed of any updated guidance from DfE or other research or policy.

## **Governor**

**The name of a Governor with special responsibility for Children Looked After in the school:**

Lucy Hartley

### **The role of that governor**

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked after pupils in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term/permanent exclusions; and
- Pupil destinations after leaving the school

The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- The National Curriculum;
- Public examinations;
- Additional interventions to support educational progress e.g. One to One tuition
- Additional education support;
- Extra curricular activities;
- The most effective use of the Pupil Premium to raise attainment.

The named Governor is encouraged to support the Quality Assurance Process for schools on the implementation of the role and responsibility of the Designated Teacher working with children looked after if offered to ensure and confirm the schools' best practice

The named Governor will be expected to have completed the iLearn on-line learning module on the Education of Children Looked After (Governors edition). This training may be accessed via the Virtual School page on the GRID, or [www.learningpool.com/hertfordshire](http://www.learningpool.com/hertfordshire).