



Children and learning at the heart of
our CARE-ing community

Old Fletton Primary School
Looked After Children Policy
(Previously Children in Care Policy)

Version 6 - September 2020

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

Looked After Children	Children who are looked after by the Local Authority and who attend the school.
Purpose	The purpose of this policy is to ensure that all children in care achieve their potential and are secure and happy in school.
Linked policies	Safeguarding & Child Protection Policy Learning & Teaching Policy Behaviour Policy SEND Policy Admissions Policy

What is the policy for?	This policy is for all members of the Old Fletton Primary School community so that there is common understanding about how we teach and support looked after children and how we discharge our statutory responsibilities.
Who has devised and contributed to this policy?	This policy was originally prepared by the Deputy Headteacher.
How will this policy be communicated?	This policy is available on the school website and in the Headteacher's office.
How will this policy be monitored?	This policy will be reviewed annually inline with the policy monitoring schedule.

Old Fletton Primary School believes that in partnership with Peterborough City Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children (LAC) and Previously Looked After Children (PLAC).

Our aim is:

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

To support our LAC and PLAC and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our LAC and PLAC , by asking the question, '**Would this be good enough for my child?**'

We will:

- Nominate a Designated Teacher (DT) - Neal Dickson - for LAC who will act as their advocate and co-ordinate support for them and **who has qualified teacher status.**
- Nominate a Designated Person (DP) - Neal Dickson - for PLAC to offer information advice and guidance to parents and support for the child.
- Support the DT in carrying out their role by making time available and ensuring that they attend training on LAC, are able to attend Child Care Reviews and complete Personal Education Planning tasks.
- Support the DP in carrying out their role.

The DT will:

- Know all the LAC in their school and those who have recently left care and who will therefore still need support
- Make sure the young person's voice is heard and responded to.
- Promote a culture of high expectations and aspirations for the achievement of LAC throughout the school.
- Have sufficient up to date knowledge and training about the education, care and health needs of LAC to be able to respond proactively, support and challenge staff and seek support and advice from professionals when they reach the limits of their professional knowledge.
- Ensure that support by other staff continues should the child cease to be in care.
- Ensure each LAC has an up to date, complete and high quality Personal Education Plan.
- Assess the child's needs and request Pupil Premium Grant to improve outcomes at the start of each term through a PEP meeting and the setting of SMART targets.
- Ensure appropriate interventions and assessments are carried out so barriers to learning are overcome and record these plans in the PEP.
- Make sure that LAC are prioritised in support arrangements and that carers understand the importance of supporting learning at home
- Work closely with other agencies, sharing information as appropriate.
- Attend training
- Keep Governors and SLT up to date with the needs, issues and outcomes for LAC via an annual report and any other necessary communication.
- The DT will support any transitions to new schools by providing information, attending meetings and ensuring a timely transfer of school files.

Governors

We will:

- Ensure that the needs of LAC and PLAC are taken into account at a school management level.
- Support the DT in carrying out their role by ensuring they have the time to fulfil the role to a high level and that they attend training about LAC.
- Ensure that the needs and outcomes of LAC are incorporated in policy decisions wherever relevant
- Ensure the school's work with LAC is reviewed at least annually by the SLT and Governing Body

DEALING WITH KEY CHALLENGES

Admissions

- We will act in accordance with the law and admissions codes and give timely access to school places to LAC and PLAC.

Access to appropriate curriculum

- We will ensure that LAC and PLAC have access to the best curriculum that we can offer.
- We will work proactively with others to ensure that the curriculum meets their needs and ensure that staff are aware of any issues that could cause additional distress e.g. discussions around family , Mothering Sunday ...and approach these with sensitivity.

Access to support for children including those with SEN

- We will work proactively to ensure children's needs are assessed early and their needs met.
- The DT and DP will take the lead in ensuring support or assessment from other agencies is in place.

Preventing exclusion and improving attendance

- We will adopt the processes of the external attendance monitoring service commissioned by PVS , Looked After Call .
- Where attendance is falling or low we will work with other agencies, including the Attendance Service, to address issues and ensure a plan is in the PEP.
- We will work with other agencies (including foster carer, social worker, psychology services and Virtual School) on strategies to prevent exclusion. The school will seek, accept and be provided with support in a timely manner according to the availability of resources, if a pattern of exclusion is developing and ensure plans to address issues are in the PEP.

Our aim is to never exclude a child in care:

- Permanent exclusions will only occur when all other options have been exhausted, or because of a one off extreme incident.
- Where the potential for a permanent exclusion can be anticipated e.g. because of a developing pattern of behaviour, alternatives will be found before this occurs.
- If a there is a one off extreme incident, we will meet with the Virtual School prior to any decision about permanent exclusion.
- Where a managed transfer or move to full time alternative provision is agreed, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement.
- We will provide work from the first day of any fixed term exclusion.

Communication and Sharing information

- We will share attendance, exclusion, target setting and achievement data and any other school plans requested by PVS.