

The Kingston Academy



Looked After Children Policy November 2017

Date approved: 27 November 2017

Approved by: Pupil Welfare and Community Committee

Frequency of review: Annual

Last review: Not applicable (new policy)

Next review date: November 2018

LOOKED AFTER CHILDREN POLICY

Designated Teacher for Looked After Children	Martin O'Brien, Progress Leader
Lead Trustee for Looked After Children	Carol Buchanan

Definition of a Looked After Child

A child who is looked after by a local authority (referred to as a looked after child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by a local authority.

Context and guiding principles

Nationally, Looked After Children and young people face more barriers to education than their peers including academic underperformance and higher rates of exclusion. The Kingston Academy believes in the ethos of 'going beyond' and by applying this principle to the education of Looked After Children, strives to ensure that these pupils exceed their expected levels of academic progress and develop into healthy, successful and positive young adults. To promote the achievement and success of Looked After Children, all schools must legally appoint a qualified teacher to act as the Designated Teacher for all Looked After Children in the school. In partnership with Achieving for Children (AfC), The Kingston Academy has a special duty to safeguard Looked After Children and will fulfill this duty to ensure that those pupils lead a healthy, positive and inclusive life.

This policy takes account of current legislation and Government/local authority guidance namely:

- Department for Education [Promoting the Education of Looked After Children](#) (July 2014)
- Department for Children, Schools and Families (November 2009) [The roles and responsibilities of the designated teacher for Looked After Children](#)
- Department for Education [Keeping Children Safe in Education](#) (September 2016)
- Children and Young Persons Act (2008)
- Achieving for Children - Virtual School. Website: <http://www.afcvirtualschool.org.uk>

This policy should be read alongside other school policies such as, but not limited to:

- Admissions Arrangements
- Attendance Policy
- Anti-bullying Policy
- Behaviour, Discipline, Exclusions, Restraints and Searches Policy
- Home School Agreement
- Safeguarding and Child Protection Policy
- SEN Disability Policy
- Teaching, Learning and Assessment Policy

All Looked After Children are in receipt of the Pupil Premium Grant and therefore this policy must also be read alongside The Kingston Academy's Pupil Premium Strategy (see the [Pupil Premium page](#) on the school website).

Aim of the policy

The aim of the policy is to outline how The Kingston Academy will promote the educational achievement and welfare of Looked After Children, providing a safe and secure environment where there is a belief in the abilities and potential of all children. To support our Looked After Children and give them access to every opportunity to achieve their potential and enjoy learning, a named member of staff will act as a Designated Teacher. The Designated Teacher has responsibility for the wellbeing of all Looked After Children and will act as an advocate, co-ordinating appropriate support for them. To support this member of staff in carrying out their role effectively, Kingston Educational Trust has appointed a lead trustee to oversee the effectiveness of provision for Looked After Children, the progress of Looked After Children and the training opportunities available for the Designated Teacher.

The role of the Designated teacher

The Designated Teacher will take on a leadership role in overseeing the educational achievement of all Looked After Children on roll. This member of staff must be a qualified teacher and will work closely with members of the internal and external school community. The Designated Teacher should be the first point of contact for Looked After Children and Government guidance recommends that it should be somebody in the school who has the authority to make decisions and can ‘make things happen’. The Designated Teacher will be expected to maintain an up-to-date record on Looked After Children which will include

- Status i.e. care order or accommodated.
 - Type of Placement i.e. Foster, respite, residential.
 - Name of Social Worker and their contact details.
 - Daily contact and numbers e.g. name of parent or carer or key worker in children’s home.
 - SEN Code of Practice – School Action/School Action Plus where appropriate.
 - Child Protection information when appropriate.
 - Baseline information and all test results.
 - Attendance figures.
 - Exclusions.
- The Designated Teacher must ensure that there is a Personal Education Plan (PEP) for each child/young person to include appropriate targets and above information. The PEP is a shared document which is used as a tool in school amongst other things to help set and monitor targets and ensure that the looked after child receives the provision that they are entitled to. Furthermore, the PEP should set high quality expectations of rapid progress and put in place the additional support the child or young person needs in order to succeed. This must be compatible with the child’s/young person’s Care Plan and where applicable include any other school plan, e.g. Educational Health Care Plan (and associated plans), Transition Plan and Pastoral Support Programme. Looked after children arriving at The Kingston Academy should have a PEP and it is the Designated Teacher’s responsibility to ensure that this is updated. The Designated Teacher should contact the Virtual Headteacher at AfC if the PEP does not arrive with the Looked After Child.

The Designated Teacher should also:

- Ensure that they communicate effectively with all adults who are involved in the life of the young person such as carers, social workers and health workers.

- Liaise with the Virtual School for Looked After Children on a regular basis with regard to the performance, attendance and attainment of Looked After Children.
- Liaise with other members of staff, including the Senior Leadership Team and SENCo, on the progress of Looked After Children in the school and when required the Designated Safeguarding Lead.
- Work closely with Looked After Children and the Virtual School to ensure that money gained from the Pupil Premium Grant is well spent and benefits the pupil/s.
- Provide training to staff members, when applicable, on issues that Looked After Children face and how to support their achievement.
- Ensure attendance at Children's Services Reviews on each child/young person and/or always prepare a written report which promotes the continuity and stability of their education.
- Attend regular and relevant training and forum events organised by the Virtual School.
- If applicable, be involved in any decision making process regarding the exclusion of Looked After Children.
- Ensure that if/when the pupil transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.
- Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.
- Ensure that Looked After Children, along with all pupils are listened to and have equal opportunity to pastoral support in school.
- Listen to the Looked After Child and, when appropriate, involve them in any decision making process including target setting on the PEP.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.
- Report to the Board of Kingston Educational Trust annually on the performance of the Looked After Children who are on the roll of the school.

Kingston Educational Trust will:

- Support the Designated Teacher and the Senior Leadership Team to promote the educational achievement of Looked After Children.
- Ensure that the Designated Teacher undertakes relevant training (section 20(2) of the Children and Young Persons 2008 Act).

- Ensure that relevant staff have the skills, knowledge and understanding necessary to keep Looked After Children safe, including information regarding the child's legal status, any contact arrangements, care arrangements and the levels of authority delegated to the carer by the local authority.
- Ensure that the Designated Safeguarding Lead has details of LAC's social worker and name of the virtual school head in the authority that looks after the child.
- Name a trustee with the responsibility for Looked After Children to oversee their progress and to ensure that the Designated Teacher undertakes regular and relevant training sessions.
- Ensure that all trustees are aware of the legal requirements to promote the achievement of Looked After Children.
- Ensure that the policies of the school support the achievement of Looked After Children and that adequate resources are in place to support this.
- Scrutinise the annual report provided by the Designated Teacher to ensure the success of Looked After Children, and when applicable, work with the Designated Teacher/Virtual School to act on any areas of concern.
- Support the Designated Teacher and Senior Leadership Team to work to prevent exclusions of Looked After Children and to minimise time spent out of school.

This policy will be reviewed annually by the Designated Teacher, the lead trustee for LAC, a member of the Senior Leadership Team and Kingston Educational Trust. The impact of the provision for LAC will be monitored and evaluated by an annual report by the Designated Teacher to the Trust Board which will cover:

- Any workload issues arising as a result of the number of LAC on roll at the school and the number of local authorities (LAs) which are involved
- Progress made by LAC who are currently on roll, or have been on roll within the past 12 months, in relation to all children at the school (for example educational, social and emotional progress)
- Whether the pattern of attendance and exclusions for LAC is different to that for all pupils
- Any process or planning issues arising from personal education plans (PEPs)
- How the needs of HPA LAC are being met
- Whether any have special educational needs (SEN) and whether those needs are being met through SEN provision
- How the teaching and learning needs of LAC are reflected in school improvement plans and are being met in relation to interventions and resources
- Training provided for the designated teacher to impart knowledge and understanding about the education and wellbeing of LAC to staff
- Work with virtual school heads or their equivalents in LAs
- The impact on LAC of any of the school's policies

The next review is due: November 2018

Signed: Sue Conder, Chair Pupil Welfare and Community
Sophie Cavanagh, Head teacher