

Woodchurch High School

A Church of England Academy



CHILDREN WHO ARE LOOKED AFTER (CLA), Adopted and Children with a Special Guardianship Order POLICY DOCUMENT

**Approved by the Business & Operations Committee: Spring 2019
Approved by the Full Governing Body: Spring 2019**

*'Let your light so shine before others that they may see your good deeds and
glorify our Father which is in heaven'.*

Matthew 5:16

 THE CHURCH
OF ENGLAND
Diocese of Chester

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Background

Children and young people who are looked after by the local authority have often suffered physical and emotional trauma, been abused physically, emotionally and sexually and have effectively lost their families and all stable reference points. They often have the greatest difficulty settling into school life and with learning as quickly and comfortably as their peers.

Children who are looked after (CLA) make the greatest demands of their teachers and carers, and we know that their educational attainments are likely to be lower than those of their peers.

These pupils need a high level of support to enable them to leave school with skills that will allow them to lead independent and successful lives.

It is now widely recognized that only by closer and more effective joint working between parents, carers, schools, social workers, and a wide range of other professionals can we hope to achieve this.

This is facilitated by:

- a) Managing the process of Personal Education Planning in order to identify each pupil's educational potential, prioritising their additional educational needs and making plans to address them.
- b) Providing targeted individual support from the school's own resources and, through the Personal Education Planning process, co-ordinating the efforts of a range of "corporate parents".

Practice

Good practice as identified in the DfES/DH document "The education of children in Public Care" and more recently in the Social Exclusion Unit document "A Better Education for Children in Care" and also the local Joint Protocol has informed the production of this statement of policy for the support of the Education of the "looked after" children in Woodchurch High School.

- The designated teacher for children's education in local authority care is Mr P Joplin (Assistant Headteacher). The school has recognised the significance of this role for a number of years and the role is firmly in place.
- Mrs D Stewart (Additional Needs Support Officer) assists the designated teacher. She attends review meetings when the designated teacher is not available. She also assists with keeping records up to date, mentoring pupils, producing profiles and support plans as required.
- Children who are looked after are identified on SIMS and the list of CLA pupils is regularly updated and circulated to staff.

- The designated teacher works closely with the local authority LACES team. There has been a restructuring of the Looked After Children's Education Service.
- Every CLA child has a Pupil Profile, which provides advice and guidance regarding their needs.
- The designated teacher and other relevant staff such as Mrs Stewart, Pupil Progress Leaders and Assistant Pupil Progress Leaders liaise with social services and other outside agencies.
- The designated teacher liaises with Emma Edwards from the LACES team on a regular basis to pass on pupil progress data and monitor the progress of PEP documentation.
- Each child who is looked after has a Personal Education Plan (PEP). The meeting is initiated by the Social Worker and should involve Social Services, Foster Carers, School and other interested parties. The LACES team may attend if involved directly in supporting the child.
- Appropriate support systems exist within the school to support Looked after children including designated teacher, Intervention Strategy LSA, Pupil Progress Leaders, Form Tutors, Pupil Profile monitoring.

Induction Process

The school provides an induction programme for new looked after pupils.

- School contacts Carers and Social Worker to arrange a time and date for an initial school meeting.
- The meeting introduces the pupil to key staff (Headteacher, Designated Teacher and Pupil Progress Leader).
- The school arranges for additional transition to enable the child to get used to the School, and for key staff to get to know the pupil to ensure provision on transfer. The child(ren) will be invited to attend Woodchurch 'Summer School' to aid transition.

Monitoring and Reviews

The school ensures appropriate input to Social Services Statutory Reviews and a member of staff always attends these meetings.

- Wherever possible arrangements are made for the Annual Review for looked after pupils with an EHCP to coincide with one of the Social Services Statutory Reviews.
- The school provides the parents/carers and social workers with good quality information about the school and particularly about looked after pupils' progress

(prospectus, progress report, Full report, through parents/carers evenings, PEP meeting, other letters relevant to individuals progress, take your parents to school day).

- The Designated Teacher ensures the promotion of positive relationships with the parents and carers of looked after pupils.
- The Home/School Agreement is an effective strategy in place to promote home school partnership.
- The school encourages carers to help with homework and the promotion of after school activities (curriculum booklet, Homework Club).
- The school evaluates the appropriateness, inclusiveness and effectiveness of support such as extra group work, support in class, homework or lunchtime clubs and other types of provision in relation to raising the attainments of all children including looked after children.
- The designated teacher monitors the progress of the CLA cohort and provides the Governor for CLA with regular updates.
- There are arrangements in place to analyse the attainment of looked after pupils as a group and to provide information to the LACES Team to assist in Local Authority Planning.

Recording and monitoring of CLA attainments is carried out:

- Designated Teacher Analysis following each data input
 - Pastoral and Faculty reviews
 - PEP's
 - Pupil Profiles
 - School reports
- The monitoring process considers how to improve the educational attainments outcomes of all children including CLA.
 - The school has a variety of appropriate strategies to support all pupils including under-performing individual pupils who are looked after by the local authority (e.g. 1:1 tuition).
 - The school evaluates how effectively it inducts all new pupils who are looked after and ensures that their needs are being met (through pastoral reviews and Form Tutor evenings). This practice is firmly in place.
 - The school sets SMART targets for all children including looked after children (Pupil Profiles and PEP's). This practice is firmly in place.
 - Unauthorised absence for all children including CLA is monitored and addressed if necessary on the first day of absence (ref policy on attendance).

- All exclusions for looked after children are monitored and formally reported to the local authority/LACES, social worker and carers.
- School visits, including overseas visits, are made accessible to looked after pupils.

Responsibilities of the Headteacher, Designated Teacher, Senior Leaders and Staff

The Headteacher, Designated Teacher, Senior Leaders and Staff:

Communicate, orally and in writing, their commitment to inclusive policies for “looked after children”.

Show their commitment to inclusion in the process of staff recruitment (Intervention strategy, LSA).

Reflect a commitment to multi-agency working

Reflect a commitment to meeting the needs of those “looked after” pupils who are at risk of exclusion.

Ensure staff attend the relevant training.

Teaching staff show their knowledge of looked after pupils’ learning targets by contributing to their Pupil Profiles.

Where necessary use information from Personal Educational Plans, annual reviews of statements or reviews of additional support plans.

Regularly check that learning is assessed against the targets and give constructive feedback.

Boost confidence and self-esteem by having high expectations about what pupils can achieve.

Adopted Children and Pupils with Special Guardianship Orders

The designated teacher has an overview of pupils who have been adopted and pupils with a Special Guardianship Order (SGO).

The designated teacher shares updated lists of pupils who fall in to either one of these categories. Staff make reasonable adjustment to their teaching to support academic and SEMH progress.

The designated teacher will meet with members from the local authority to discuss the holistic progress of each child including academic progress, attendance, behaviour for learning and behaviour.

Actions for each child will be put in place within school along with potential follow up meetings with parents and carers.

Appendix A – Wirral Personal Education Planning Document



Children & Young People's Department

Y1 to 11 Personal Education Planning

Purpose of the Meeting

To review the young person's progress in school and to identify priority objectives and strategies to raise attainments and achievements.

Prior to the meeting:

- Social Worker must update the "Social Care Core Information to School Re: Looked After Child"
- Social Worker should delegate (through the Professional Portal) the school task at least 10 working days before the PEP meeting takes place.
- The PEP is finalised and completed after the PEP meeting.
- The child should be supported to complete the 'Child views'.

At the Meeting

Introductions

1. Social Care Information
2. Review of previous PEP
3. School/Education Report
4. Joint Education/care issues
5. Support already in place from school and use of funding
6. Young Person's views
7. Identification of objectives for improvement and actions needed. NB these must be SMART TARGETS, and include the academic target copied from the tracker.
8. Summary of Education Plan (Short and Long Term)
9. Date for Next PEP meeting.

Following the meeting

The designated teacher will complete the PEP and send to LACES. The PEP will be reviewed by the LACES Team and follow up with any outstanding areas.

Appendix B – Suggested Format of Report to Governors

Pupil information

- How many Children Looked After do we have?

Attendance

- Is the attendance of the CLA at or above average school attendance?

Behaviour & Exclusions

- Are any CLA pupil at risk of or have been excluded?
- Are the appropriate agencies informed when a Child looked after is excluded? (Social Worker, LACES)

Funding

- How much additional funding do we receive for Looked After Children?
- Do we keep a record of how the additional funding is used to support the attainment and achievement of each CLA?
- Has the additional funding used had a positive impact on the attainment and achievement of the CLA, especially related to accelerated progress for children who are below age related target expectations?
- Are there any significant events or equipment that the additional funding can be used to support e.g. trips or ICT equipment?
- Has the Looked After Child received any Personal Education Allowance funding? Did this have a positive impact on the attainment and achievement of the Looked After Child, especially related to accelerated progress for Looked After Children who are below age related target expectations?

Attainment

- Did the CLA achieve the appropriate age related targets at the end of their previous key stage?
- Have the appropriate age related targets been set for the Looked After Child at the end of the next key stage?
- Based on the school's latest monitoring and tracking data, is the Looked After Child currently on target to achieve their age related targets by the end of the next key stage?
- If the answers to any of these questions is No, then further questions can be asked to ascertain the reasons for different targets or outcomes.

Designated Teacher

- Has the Designated Teacher (DT) had appropriate training to carry out the role?
- What arrangements are in place to allow the DT sufficient time and resources to discharge his/her responsibilities *as set out in the statutory guidance* ?(e.g. *to chair the PEP meetings, attend the Looked After Children review meetings, liaise with staff etc*)
- How does the senior leadership team have oversight of this role and the progress of / issues for Looked After Children?
- How does the DT manage the Personal Education Plan (PEP) meetings
- How are staff informed about Looked After Children? And how do they find out about: :
 - The name of the Designated Teacher for Looked After Children and who else performs elements of this role?
 - The children in their class (if any) who are Looked After?
 - Personalised strategies to use in class and around school.
- What training have staff had on Looked After Children?
- Are there any school related issues that prevent Children Looked After from achieving?
- Are there any action points from the previous designated teacher report on Looked After Children that require monitoring and evaluating?

Appendix C – Looked After Children’s Education Service (LACES) Team

LACES have been involved in a restructure and a change of role has been established from September 2012.

The core role of the LACES team is to monitor the progress of the CLA cohort. LACES collate all data acquired from schools and analyse the results, expectations and progress of all Wirral CLA. They treat the information as if it was one school.

The Designated Teacher (DT) is the key person to ensure that communication between school and LACES is effective.

The LACES team produce guidelines outlining deadlines for data collection and criteria for releasing funding. The 2015/16 guidance is included below with the expectation that as long as central government funding continues future years will have a similar pattern.

Each Local Authority has their own system for the administration of Pupil Premium Plus funding. The DT will therefore need to contact the relevant local authorities to ensure available funding comes in for each pupil concerned.