



Rise Park Academies



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Academies**

Looked after Children Policy

Date of Issue: September 2021

Date of Review: September 2022

Responsible Staff: Laura Carter

Status: Deputy Headteacher / Designated Teacher



1. Policy Scope:

Looked after children (CLA) is a term that refers to children for whom a Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents.

CLA are one of the most vulnerable groups in society. The majority of Looked After Children have suffered abuse or neglect. It is nationally recognised that there is usually considerable underachievement when compared to their peers, which can result in poor progress throughout their school life. This in turn leads to problems in adulthood. At Rise Park, helping Looked after children succeed and providing them with a better future is a key priority in our school.

At Rise Park Academies, we recognise that all pupils are entitled to a balanced, broad curriculum and aims to promote the educational achievement and welfare of children in public care. We welcome any CLA who may be looked after by the Local Authority or those who may be in care of another authority but living in Havering.

This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004” and associated guidance on the education of Looked After Children.

2. Roles and Responsibilities:

2.1 Designated Teacher

The Designated Teacher for Looked After Children is Laura Carter (Deputy Headteacher of Rise Park Academies).

Role of the designated teacher:

- to ensure that all staff, both teaching and non- teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them;
- to inform members of staff of the general educational needs of Looked After Children and to support the involvement of these



children in any school activity e.g. extracurricular clubs, homework, home reading work

- to develop and monitor systems for liaising with carers, Children's Services and any other agency which is involved
- to ensure all relevant education and care information is available to school staff (some aspects of confidentiality may apply) and that information is kept up to date
- to monitor the educational Progress of Looked After Children
- to intervene if there is evidence of underachievement , absence etc
- to ensure that each child has a Personal Education Plan (PEP) and an Individual Provision Plan (IPP) if necessary
- to co-ordinate review meetings and involve all appropriate agencies/staff and transfer procedures
- to promote good communication between all those involved in the child's life and listen to the child's views
- to attend any relevant training and cascade information to staff as appropriate

2.2 Governors

The SEN Governor will liaise with the Designated CLA Teacher on a regular basis to monitor any CLA we may have at the school. They should be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to: the curriculum, educational visits and extra curriculum activities. They should monitor the educational progress and attendance of any Looked After Child. Any concerns regarding CLA should be raised with the Trust Board of Directors

All Governors should ensure that:

- they are fully aware of the legal requirements and guidance on the education of Looked After Children. The Education (Admission of Looked After Children) (England) Regulations 2006.
- ensure the school has an overview of the needs and progress of Looked After Children
- allocate resources to meet the needs of Looked After Children
- ensure the school has a Designated Teacher and that person is carrying out all their responsibilities

2.3 Teaching Staff

It is important that all teaching staff that are in contact with the child is aware that he/she is being looked after by a Local Authority.



The responsibility for the transfer of information should be that of the Designated Teacher. In the absence of the class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class.

All staff should have:

- High aspirations for the educational and personal achievement of Looked After Children
- Maintain CLA's confidentiality and ensure they are supported sensitively
- Respond promptly to the Designated Teacher's requests for information
- Work to enable CLA to achieve stability and success within the school
- Promote self-esteem of all Looked After Children
- Have an understanding of the key issues that affect the learning of Looked After Children

3. Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with the carer/parent/social worker. A date will be agreed for a new PEP.

It is important that a young person is aware that information is being recorded regarding their personal circumstances.

4. Communicating with other agencies

Ideally the Social Worker and the Designated Teacher should meet when the child first joins the school. This will enable information regarding the child's educational progress and circumstances to be shared.

PEP's are usually updated once a term and sent to LEA's.

We will ensure that a copy of all end-of-year reports are forwarded to the Social Worker in addition to the carer.

5. Assessment, Monitoring and Review Procedures

Each Looked After Child will be given a PEP. This will identify specific areas of concern, pupil and carer input and achievable targets.

Areas for consideration will include:



- Attendance
- Academic achievement
- Behaviour
- Involvement in extra-curricular activities
- Social, Emotional and Mental Health needs
- Special Educational Needs (if any)

Liaison will be undertaken with Education Welfare/Education Psychology/Social Services, etc in the assessment and review processes as appropriate.

The class teacher and the DSL and the Inclusion Manager will review progress every term.

6. Monitoring arrangements

The DSL will review this policy annually.

7. Links with other policies

This policy is linked to our:

- Teaching and Learning Policy
- Safeguarding and Child protection Policy