



**Hindhayes Infant School**

**Children Looked After**

**April 2023**

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: \_\_\_\_\_

Signed: \_\_\_\_\_

Role: \_\_\_\_\_

### **Introduction**

This policy meets statutory guidance produced by the Department for Education in February 2018 to promote the educational achievement of Children Looked After and Previously Looked After Children. The full guidance can be found here: [Promoting the education of Children Looked After](#)

### **Who are our Children Looked After?**

Children and young people become 'Looked After' either if they have been taken into Care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most CLA will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parent(s).

### **Who are our Previously Looked After Children?**

Children who have previously been a CLA but are now either living back at home with their natural parents or placed in adoptive care.

All children who are either CLA or PCLA will have a named person as the authority that looks after the child. For Hindhayes it is the Virtual School Head (VSH) Teacher Emily Walters.

### **Aims**

The governing body of Hindhayes Infant School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of Children Looked After, when compared with their peers, and is committed to implementing the principles and practice, as outlined in statutory Guidance. The Guidance places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they are able to achieve to and reach their full potential. The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out these principles:

- to act in the best interest and promote the physical and mental health and well-being of children
- to encourage / help children to express their views, wishes and feelings
- take into account the views, wishes and feelings of children
- promote high aspirations and seek to secure the best outcomes for children
- for children to be safe and for stability in their home lives, relationships and education.
- To prepare those children for adulthood and independent living

### **The Guidance introduced two key measures:**

- To ensure Designated Teachers are nominated in every school
- To ensure Personal Education Plans (PEPs) are in place for all CLA

### **Education Planning for Children Looked After**

The school will ensure that every CLA on roll has a Personal Education Planning (PEP) meeting that is reviewed termly, within the statutory care planning framework and in collaboration with the social worker, carer and other relevant professionals. This plan will ensure maximum impact on each child's learning on a daily basis. All staff will provide discrete, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school.

### **Special Educational Needs**

Looked After Children and Previously Looked After Children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).

For LAC children with an EHCP, plans must work in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the child's needs are being met. The child's care plan should be fed into the care assessment section of the EH plan.

Any special educational support provided by schools for LAC with SEN but who do not need a EHC plan, is looked at as part of the child's PEP and care plan reviews involving the Special Educational Needs Co-ordinator where necessary.

Some children may have undiagnosed needs when they start to be looked after, as part of the PEP process, there should be robust arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework as soon as possible. For Previously Looked After Children, the SENCO, class teacher, designated teacher and any specialists should involve parents when considering interventions to support their child's progress. They should agree the outcomes to be achieved through SEND support, including a review date.

### **Roles and responsibilities of the Designated Teacher**

The Designated Teacher should:

- be an advocate for Children Looked After and Previously Looked After Children
- ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status
- ensure that a PEP is completed (within 20 days of entering care or joining a new school). This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any individualised plans already in place for the child. The PEP should inform and be reviewed
- ensure that each Children Looked After has an identified member of staff that they can talk to
- ensure entry to examinations as appropriate for all Children Looked After
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- ensure staff and governors receive relevant information and training
- ensure confidentiality for individual children and only share personal information on a need to know basis
- provide written information to assist planning/review meetings and ensure attendance as far as possible
- encourage Children Looked After to participate in extra-curricular activities and out of hours learning
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- keep abreast of funding streams available to Children Looked After

### **Roles and responsibilities of all staff**

- as with all children, have high aspirations and celebrate the educational and personal achievement of Children Looked After
- ensure entry to accredited courses as appropriate for Children Looked After
- be familiar with the Guidance on Children Looked After and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- liaise with the Designated Teacher where a Child Looked After is experiencing difficulty
- to contribute to the Vulnerable Pupil meeting ensuring pupil wellbeing and achievement

### **Safeguarding:**

School staff will be vigilant for any safeguarding issues which can impact particularly on CLA by: familiarising themselves with the schools Safeguarding Policy and linked documents and the '[DfE: Keeping Children Safe in Education](#)' (All staff)

### **Role and responsibilities of the Governing Body**

The governing body of this school will:

- ensure that admission criteria prioritise Children Looked After, according to the Code of Practice on Admissions
- ensure all governors are fully aware of the legal requirements and Guidance for Children Looked After
- ensure that there is a named Designated Teacher for Children Looked After
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned
- review the effective implementation of this policy, preferably annually and at least every three years
- ensure that the school's other policies and procedures give looked after children equal access in respect of:
  - ☑ Admission to school
  - ☑ The National Curriculum / EYFS Curriculum and public examinations
  - ☑ Additional educational support where this is needed.
  - ☑ Extra-curricular activities

### **Pupil Premium Plus for Looked After children**

Looked After children are one of the groups that attract pp+ funding. This is additional funding provided to help improve the attainment of Looked After Children and close the attainment gap between them and their peers. PP+ funding is allocated directly to and managed by the school. Hindhayes uses information from the [Education Endowment Fund Toolkit](#) to help plan how to best spend the allocation according to children's needs.

### **Multi-Agency Working**

School staff will make every effort to engage with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and PCLA.

### **Training**

The Head Teacher, Designated Teacher and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the statutory Guidance (as above).