



WILLASTON PRIMARY ACADEMY

LOOKED AFTER (Cared for) CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN POLICY

Person responsible for the Policy:	<i>Miss Joanna Wright</i>
Date Approved:	<i>October 2022</i>
Approved by:	<i>Mr Aaron Perrin/Governing Body</i>
Date for Review:	<i>October 2025</i>

PURPOSE/AIMS

At Willaston Primary Academy, we believe that in partnership with Local Authorities, as Corporate Parents, we have a special duty to safeguard and promote the social, emotional and academic progress of all Looked After (Cared for) children and Previously Looked After children.

We aim to provide a safe and secure environment, where education is valued and there is a belief in the ability and potential of all children.

We aim to support all Looked After (Cared for) children and give them access to every opportunity to achieve their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our Looked After children by asking the question – Would this be good enough for my own child?

DESIGNATED STAFF MEMBERS

Designated Teacher for Looked After (Cared for) children – **Joanna Wright**
(Deputy Headteacher, Designated Safeguarding Lead)

Designated Governor for Looked After (Cared for) children – **Steve Cropper**
(Safeguarding Link Governor)

DESIGNATED TEACHER FOR LOOKED AFTER (CARED FOR) CHILDREN – ROLES AND RESPONSIBILITIES

- The Designated Teacher will act as an advocate and co-ordinate support for the child(ren)
- Maintain an up to date record of all Looked After children who are on the school roll. This will include:
Status: Care Order, Accommodated etc.

Type of Placement: Foster, Respite, Residential

Name of Social Worker, Tel No, Area Office

Daily contact and numbers: Key worker, Parent or Carer: SIMS

EHCP: if appropriate

Child Protection information: recorded on CPOMS

Baseline Information/Academic Levels/Test Results: ITrack

Attendance Figures: SIMS

Exclusions

- Ensure that there is an EHCP (if applicable) for each child/young person which includes appropriate targets and the above information. This must work alongside the child's PEP (Personal Education Plan) and where applicable include any other school plan e.g. Statement of Special Education Plan, Transition Plan
- Ensure that PEP meetings are attended and relevant paperwork is completed in a timely fashion focusing on the social, emotional and academic progress of each child
- Ensure that if/when the child transfers schools, 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 intervention to improve in line with existing school policies
- Ensure that there are systems in place to keep staff up to date and informed about Looked After children where and when appropriate.
- Ensure that our Looked After children, along with all children are listened to and have equal opportunity to pastoral support in school
- Ensure that they keep the school up to date with current legislation and its implication for school in respect of Looked After children
- Report to the Governing Body annually on the performance of Looked After children who are on roll at Willaston.

DESIGNATED GOVERNOR FOR LOOKED AFTER (CARED FOR) CHILDREN – ROLES AND RESPONSIBILITIES

- There is a designated teacher for Looked After (Cared for) children

- Children in care have equal access to all aspects of school life, including the Curriculum, tests, extra curricular activities and additional educational support
- There is an ethos of support and acceptance in the school for children who do not live with their birth families
- Targets for children in care are realistic but aspirations for these children are still high
- Where the child is at risk of exclusion, or excluded, they shall be treated in the same way and offered the same support as any other pupil
- To support the above, the Designated Governor will ask the above questions (see Appendix 1)

RESPONSIBILITIES OF ALL STAFF AT WILLASTON

- Be aware of their Corporate Parenting responsibility
- Provide an ethos of acceptance and challenge negative stereotypes
- Ensure appropriately high expectations of Looked After (Cared for) children
- Consult and involve children in the decisions taken about themselves if deemed age-appropriate
- Be aware that for many Looked After children, bullying is an issue and ensure that the school's anti-bullying policy/behaviour policy operates
- Consider how extra academic and pastoral support can be provided for Looked After Children if it is needed.
- Ensure that Looked After children have every opportunity to participate fully in the curriculum tests, extra-curricular activities and additional educational support
- Ensure that there is sensitivity to the background of Looked After Children in teaching, especially in work on families and/or family trees
- Respect the confidentiality of Looked After children and ensure that any information is shared strictly on a need-to know basis
- Ensure that behaviour management policies recognise and make suitable provision for the needs and difficulties of Looked After children
- Take appropriate action as soon as there may be any problems with behaviour or attendance

- Involve appropriate cares/parents in home/school arrangements
- Ensure that any Looked After children who may have social, emotional or academic difficulties are appropriately supported/assessed/resourced.

All governors and staff will:

Support the local authority in its statutory duty to promote the educational achievement of Looked After children

POLICY WRITTEN BY MISS JOANNA WRIGHT – OCTOBER 2022

TO BE REVIEWED – OCTOBER 2025

APPENDIX ONE

QUESTIONS THE SCHOOL GOVERNOR SHOULD BE ASKING:

Who knows which children in the school are Looked After? Who should know?
What is done with the information about Looked After children?

How are Looked After children consulted about what they want other pupils and teachers to know about them and why they are in care?

Who in school has an overview of their educational needs and progress?

Who is responsible for liaising with Social Care and ensuring that school has relevant information about the child's care history?

How do the school's policies and ways of working ensure that Looked After pupils will be given the same opportunities and encouragement as other pupils?

What training do the staff and governors need to help them understand and meet the needs of children in care?

How do test scores, attendance, exclusion rates etc. for children in care as a discrete group, compare with those of other pupils?

Who will draw up a PEP (Personal Education Plan) for the child when she/he enters the school and monitor progress?

How does the school communicate with foster families and residential children's units?