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## Looked After Children Policy

***This policy should be read in conjunction with the full intent of the Safeguarding Policy. St Chad's suite of policies is integral to the support of the students and staff within the school community, in which child protection is at the heart of the happiness and safety of our young people.***

***LAC students are integral to the Admissions policy. St Chad's has two dedicated governors with similar responsibilities and these officials are appointed on an annual basis.***

### Preface

St Chad's RC Primary School acknowledges that schools have an important part to play in the Child Protection and in the area of Looked After Children (LAC). Both policies need to be used and fully understood by staff

### Aim

To promote the educational achievement and welfare of looked after students

### Role of the Designated Teacher

#### **Within the school system**

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people who are looked after and to be aware of the need for support structures to overcome these difficulties and disadvantage.
- To inform teachers of general educational needs of the children who are looked after.
- To encourage teachers to promote the involvement of these children in extended curricular activities, social events and the work of the School Council.
- To act as an advocate for children in public care.
- To develop and monitor systems for liaising with carers, Social Services

- and the Education Service.
- To hold a supervisory brief for all children who are looked after by ensuring that all relevant information about their care and education is available to school staff and carers and that this information is kept up to date.
- To monitor the educational progress of all children who are looked after in order to inform the school's Development/Improvement Plan.
- To ensure the involvement of the Careers Service/Connexions with children in Years 9-11 who are looked after.

**ii) With individual looked after children**

- To work with individual children, possibly through a carer, in order to arrive at a statement about their circumstances that they would be happy to share with teachers and/or students,
- To enable a child to make a contribution to the educational aspects of his/her Care Plan
- To ensure that each child who is looked after has a Personal Education Plan (PEP) initiated in the first instance by the child's social worker.
- To supervise the smooth induction of a new looked after student into the school.
- To ensure funding received by the school is linked to the PEP and that consultation with the parents/carers/teachers determines how funding is spent to ensure best use of funding in the interest of the child.

**Role of the Designated Teacher With Regard to Liaison**

- To monitor the relationship between LAC and the Child Protection Register.
- To help co-ordinate education and Social Services department review meetings so that a PEP can inform the child's Care Plan.
- To attend (or arrange for someone else to attend) the Social Services' care planning meetings or contribute in other ways to these.
- To be the named contact for colleagues in the Education and Social Service areas.
- To ensure the speedy transfer of information between agencies and individuals.

**Role of the Designated Teacher With Regard to Training**

- To develop knowledge of Social Services and Education procedures by attending training events organised by the LEA.
- To cascade training to school staff as appropriate.

**Role of the School Governors With Regard to LAC**

The named Governors will report annually to the Governing Body on the following,

- The number of looked after children in the school.
- A comparison of test scores as a discrete group, compared with those of other students.
- The attendance of LAC as a discrete group, compared with that of other students.
- The level of fixed term/permanent exclusions.
- Student destinations Post 16.

The named Governors should be satisfied that the school's policy and procedures ensure that LAC have equal access to:

- The National Curriculum
- Public Examinations
- Careers/Connexions guidance
- Additional educational support
- Extended curricular activities
- Work experience

### **Responsibility for LAC in School**

It is important that all teaching staff who are in contact with LAC are aware s/he is being looked after by the Local Authority. The responsibility for the transfer of information should be that of the Headteacher and designated teacher for LAC.

It is appropriate for a learning support assistant to have knowledge that a young person is being looked after only when s/he is directly involved in the teaching of that young person. In the absence of the class teacher, some information regarding the child's circumstances should be shared with the teacher 'covering' the class, wherever practicable.

### **Admissions Arrangements**

On admission, the student's records will be requested from his/her previous school and a meeting held with the parent/carer/ social worker as appropriate. There should always be someone with parental responsibility involved in such a meeting. This will generate information to inform the PEP.

In every other aspect, induction should follow the school normal routine.

### **Involving the Young Person**

It is important that a young person is made aware that information is being recorded regarding his/her personal circumstances. How this is shared with the young person depends on their age and understanding of that young person. The explanation

should stress that the school, social worker and carer (s) are working to promote the young person's education.

It is also important to establish the young person's view of his/her change of circumstances and what they wish others to know (or not). It is also important that a social worker, teacher or carer prepares the child for situations which may arise when the child is asked by peers about home, origins or earlier background.

### Communication with Other Agencies

The school should ensure that copies of all reports are forwarded to the young person's social worker, in addition to the carer or residential social worker. The school, LEA and Social Services should do their best to co-ordinate, combine and review their meetings. They will need to exchange information between formal reviews if there are significant changes in the young person's circumstances.

### Assessment Monitoring and Review Procedures

Each LAC will have a Care Plan, which will include a PEP. The social worker will take the lead in developing the Care Plan. It will identify specific areas of concern and define achievable targets. Areas to be considered could include:

- Attendance
- Achievement record
- Behaviour
- Homework
- Effort
- Social Adjustment
- Involvement in extra curricular activity
- Special Education Needs (if any)
- Development needs (short or long) in terms of skills, knowledge and/or *subject* area expertise
- Plans and targeted aspirations

The PEP will be updated at least every six months as part of the statutory reviewing process carried out by the Social Services Department.

Adopted by Governors on 30<sup>th</sup> January 2014

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Chair of Governors