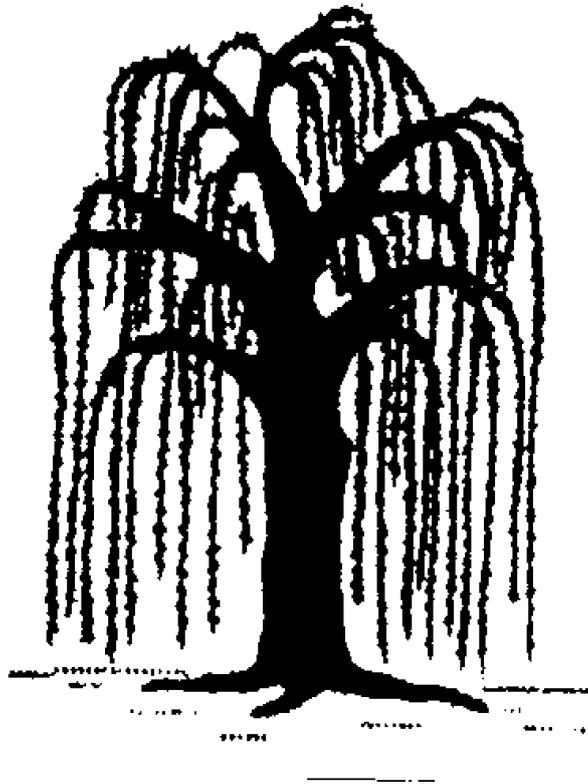


Willow Farm Primary School



Children Looked After Policy

Designated teachers: M. Robinson- Head Teacher
Karina Fulton- Assistant Head/ SENCO
Tom Drew – Class Teacher

Governor: Catherine Harrold

Reviewed: September 20

At Willow Farm Primary School, we believe that all Looked after Children have a right to expect the best possible outcome from their education.

School staff and governors are aware of the DCSF (Department for Children, Schools and Families) statutory guidance duty on local authorities to promote the educational achievement of Looked after Children under section 52 of the Children Act 2004.

The governing body of Willow Farm Primary 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 in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in "Guidance On The Education Of Looked After Children"(May 2000) and Section 52 of the Children Act 2004 .

Children who are "looked after" may be "Accommodated "In Care" or "Remanded/ detained" as follows.

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order, which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/detained

A child can be remanded or detained as in the following:-

- an emergency protection order
- removed by police using their powers of protection
- remanded by a court following criminal charges
- a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Children Looked After may (or may not) have some or all the following issues:

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/ cognitive development
- be bullied or bully others.
- be prone to mental health issues
- be isolated with few friends
- have behaviour issues.
- poor attachments to others.
- have a need to be very private

This makes them an extremely vulnerable group in terms of education and future life- chances.

The governing body of Willow Farm Primary School, is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Teacher For CLA
- Personal Education Plans for all CLA.
- All staff have a clear understanding of confidentiality and issues that affect looked after children.
- Effective strategies that supports the education of this vulnerable group.

Roles and Responsibilities

All staff and governors are committed to ensuring a safe and secure learning environment for all children and have high expectations of all pupils, including those Looked After. Staff and Governors are aware of the need for confidentiality in regard to any information about Looked after Children including their care status.

The following people have additional responsibilities:

The named Governor for Looked after Children will be satisfied:

- That the school has a clear and effective policy for Looked after Children
- That the designated teacher has been appropriately trained
- That the governing body received an annual report on the performance of Looked after Children

At present the named governor is Catherine Harrold.

The Head Teacher will:

- Be responsible for all systems to support Looked after Children
- Report to the governing body on an annual basis regarding the number of Looked after Children in the school, how they achieved compared to other groups, the attendance of Looked after Children compared to other pupils and the number of fixed term and permanent exclusions of Looked after Children compared to other children.
- Ensure that all school staff are aware of the powerful role they can play in significantly improving the quality of life and the educational and the educational experiences of Looked after Children
- Recognise the importance of the role of the designated teacher and appoint an appropriately experienced teacher to that role
- Ensure that all staff are aware who the designated teacher is and what their responsibilities are
- Ensure close liaison with the local authority with regard to any exclusions of Looked after Children
- Ensure that the school has a clear and effective protocol for gathering and sharing confidential information with LA and other agencies

The designated teacher will:

- Keep a confidential and up to date record of all children who are looked after in the school regardless of which Local Authority they are looked after by
- Ensure any Looked after Children feel welcomed and valued
- Ensure that all school staff are made aware of difficulties and disadvantages faced by Looked after Children
- Liaise with social worker to ensure that all Looked after Children have a regularly updated personal education plan
- Be responsible for the prompt transfer of information when a child changes school
- Liaise with other agencies as required, especially with regard to achievement, attendance and exclusions
- Ensure that information is kept confidential and shared on a strictly needs to know basis

At present, the designated teachers are Michelle Robinson, Karina Fulton and Tom Drew.

Personal Education Plans for all Looked after Children

The designated teacher will work with social workers and other professionals to ensure that Personal Education Plans:

- Are in place within 20 days of joining the school, or coming into care
- Are reviewed at least twice yearly
- Identify strengths as well as needs
- Include a review of previous educational targets and the setting of clear, measurable new ones
- Record the child's interests and talents both in and out of school
- Reflect and are informed by other educational plans such as IEP's

Admissions

Looked after Children are a priority for admission and the school's published admission criteria reflects this.

Training

Staff and governors (where possible) will attend Local Authority training regarding the roles and responsibilities involved in the education of Children Looked After. The Head Teacher and designated teacher will be responsible for ensuring all staff are briefed on the practice detailed in this policy.