

Kentmere Academy and Nursery

LAC Policy



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Kentmere Primary Academy Looked After Children Policy (C4C) 2016/17

We are aware that Looked After Children constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatization.

Aim

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

Objectives

Looked After Children in this school will:

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities Teachers and other staff in this school will:
- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
 - plan for and meet the individual needs of Looked After Children

The Looked After Designated Teacher and Senior Management will:

- identify, arrange and/or deliver training to staff to enable the above to take place
- ensure the development of effective and inclusive strategies to address the needs of Looked After Children
- ensure the smooth transfer of information within school and between school, carers and other agencies

Induction

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place:

- Children and their carers will be invited into school to meet with the Head Teacher in the first instance.
- A second visit will be arranged. During this second visit the child and carers will be shown around school, introduced to staff and introduced to their prospective class teacher and peers. • At least one more visit into school to spend time with their class teacher and peers will be encouraged before they are admitted full time. During this visit the child will be supported by a carer or known adult for as long as necessary to ensure the child feels safe and secure.
- The Head Teacher and/or the designated teacher will meet with all carers and professionals involved with the child before entry to the school
- If the child has already been in an educational establishment then the Head Teacher will liaise with the Head Teacher of this establishment.
- An individual plan for transition into the school will be developed by the Head Teacher, designated teacher, professionals and carers to ensure a smooth transition.
- All teachers will be made aware of the child's needs and key adults in their life such as carers, support workers and other professionals.

Pastoral Support

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place:

Mrs Stella Hodkinson/ Mrs Finerty, the designated teacher for Looked After Children will:

- Ensure that staff are aware of any looked after children in school, know who the carer is, and whether parents have parental rights so they know who should receive copies of newsletters reports etc.
- Ensure photographs of key people who have authorisation to collect the child from school are displayed on the back of the classroom stockroom door, on the staffroom wall and in the main office to safeguard the child.
- Liaise effectively with other agencies involved with the child and attend review meetings
- Work in partnership with carers, parents and others with parental responsibility to ensure that looked after children receive their entitlement.
- Ensure that records and plans are kept and maintained appropriately
- Provide information to the Governing Body and LA about the progress and outcomes of looked after pupils on the school roll
- Secure training for the designated teacher or others as appropriate to ensure that the school can meet the needs of looked after pupils

Information

- The Designated Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan if in place. If there is no current PEP, the Designated Teacher will liaise with the Social Worker to ensure this is part of the initial meeting in school.
- Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Designated Teacher of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by Mrs Stella Hodkinson/Mrs Sue Finerty.
- The information on this sheet will be shared with all members of the Senior Leadership Team.
- If not already in place a Personal Education Plan (see appendix 1) will be completed at the earliest opportunity
- Mrs Hodkinson/Mrs Finerty will ensure that any arrangements recorded are adhered to by all staff involved.
- The Designated Teacher will talk to young people about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.

Information about the academic attainment of all Looked After Children in school will be collected as follows:

- Termly Pupil Progress Meetings
- Termly Tracking of progress and inclusion of interventions if necessary
- Termly completion of data / other appropriate assessment
- Annual report to governors which can be found in appendix 1

- Consultation Evenings with the class teacher will be held in the Autumn and Spring Term to discuss progress
- A written report will be completed in the Summer Term by the class teacher
- Their progress will also be collated and closely monitored with children who are identified as 'pupil premium' or 'pupil premium plus'
- All progress will be reported anonymously to governors termly
- Termly meeting will be held with carers and all professional involved with the child in order to review progress / impact / next steps of individual Personal Education Plan (PEP see appendix 1)
- All staff will adhere to the assessment policy
- This information will be analysed by the Senior Leadership Team to measure the attainment of Looked After Children against the school population as a whole.
- All children in school including Looked After Children are tracked on a termly basis. Progress is tracked and interventions are arranged if required.
- All children including Looked After Children have 'outstanding' progress targets set at the beginning of the year.
- Looked After Children will be tracked and their progress will be analysed against other children in school to ensure they are making progress in line with their peers.

Information about the attendance of Looked After Children will be collected as follows:

- Attendance data is collated on a weekly basis for all children in school including Looked After Children.
- Any absence is followed up and if absence falls below 98% carers and professionals will be invited into school to meet with the Head Teacher.
- All staff will adhere to the Attendance policy
- This information will be analysed to identify individuals or groups of Looked After Children whose attendance is poor so early intervention can take place.

Information about the behaviour of Looked After Children will be collected as follows:

- All staff will adhere to the behaviour and discipline policy and procedures stated within that policy will be followed.
- Behaviour logs will be kept by the class teacher – including positive and challenging behaviours
- Incident books will be completed if required
- This information will be analysed by The Designated Teacher to identify individuals or groups of Looked After Children who are at increased risk of exclusion so early intervention can take place.

Strategies

4.1 Curriculum If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- Mrs Stella Hodkinson/ Mrs Sue Finerty/ Mrs Zoe Horton will look at all possible contributory factors and gather a wide range of evidence in conjunction with other relevant staff
- Look for factors which may be masking underlying learning difficulties
- Talk to the child
- All staff in school will adhere to the Special Needs Policy

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and compared to previous results. If progress is not as could be expected:

- Interventions will be completed and academic interventions,
- When required professional agencies involvement will be sought. We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history, may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

4.2 Attendance

If a Looked After Child is identified as having poor attendance or punctuality

- The Social Worker and carers will be contacted by Mrs Stella Hodkinson/Mrs Sue Finerty to gain their support and collect any relevant information
- The Virtual School will be alerted
- Attendance is celebrated termly by '100% Attendance Awards'
- Attendance and lateness is tracked on a weekly basis and acted upon if required.

4.3 Behaviour

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage

- The Social Worker and carers will be contacted by Mrs Stella Hodkinson/Mrs Sue Finerty as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child.
- The staff will follow the school behaviour and discipline policy. The strategies including within these documents take into account all children's needs.
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, PRS and The Virtual School will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the challenging behaviour. The responsibility for organising such a meeting lies with Mrs Stella Hodkinson/Mrs Sue Finerty
- We recognise that Looked After Children as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements.

4.4 Homework

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. The following strategies are in place to help Looked After Children complete homework tasks as set for their peers.

- Refer to homework policy
- We have a weekly 'homework club' which all children are encouraged to make use of. This facility is overseen by staff member

4.5 Extra-Curricular Activities

We recognise that Looked After Children are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities because of poor

relationships with their peers, for example. As we believe it is essential that Looked After Children are able to play a full part in school life, the following strategies are in place to help them to do this:

- The Designated Teacher will monitor the involvement of Looked After Children in extra-curricular activities
- The Designated Teacher will liaise with the young person, carers and Social Workers to try to promote involvement in extra-curricular activities through Personal Education Plan meetings
- Looked after children are given priority to attend any extra –curricular activities and Breakfast club

The success of all school strategies and use of funded initiative will be monitored and evaluated by:

- Collection and analysis of information
- Discussion with school staff, carers, Social Workers and staff from LA Support Services, both informally and during meetings e.g. those set up to write Personal Education Plans
- Discussions with Looked After Children
- Responsibility for monitoring and evaluation of school strategies lies with the senior leadership team.

Liaison with Outside Agencies

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Designated Teacher will devise and implement effective strategies and procedures for

- Accessing additional support, funding or use of funded initiatives
- Liaising with Social Workers to ensure all Looked After Children have a Personal Education Plan
- Participation in and co-ordination of Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with Statements of SEN will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

Roles and Responsibilities

6.1 Designated Teacher is Mrs Stella Hodkinson/Mrs Sue Finerty

The role of the Designated Teacher is of central importance in enabling Looked After Children to achieve their full potential in school.

The majority of the roles and responsibilities of the Designated Teacher are implicit in the above sections of this policy. In addition, the Designated Teacher will:

- Attend training sessions organised by the LA
- Cascade this training to school staff
- Arrange and/or deliver training to all staff, including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome
- Liaise with the member of staff responsible for monitoring children on the Child Protection Register
- Work closely with Social Workers and other LA staff to enable the writing of effective Personal Education Plans which will inform Care Plans
- Attend, arrange for someone else to attend or contribute in other ways to care planning meetings
- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans

6.2 The Head Teacher and Senior Management

The responsibility for the educational and personal well-being of Looked After Children rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Management Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Designated Teacher, are enabled to carry them out.

6.3 The named Governor with special responsibility for Looked After Children is Mrs Pam Howarth

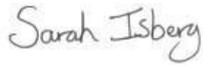
The named governor will report to the Governing Body on an annual basis:

- The number of Looked After pupils in the school
- A comparison of test scores for Looked After Children as a group, compared to those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- Pupil destinations The named governor must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to:
 - The National Curriculum
 - Statutory assessments
 - Additional educational support
 - Appropriate pastoral support
 - Extra-curricular activities

Evaluation

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body.

Signed:



Sarah Isberg (headteacher)

Date: November 2016

Agreed by the Governing Body: November 2016

Review: December 2017

Designated Teacher for Looked After Children Report to School's Governing Body

School _____
Annual Report to Governing Body _____ Date _____
By (name) _____
Designated Teacher for Looked After Children (DT) _____ Governor: _____

This report has been developed as part of the response to the statutory guidelines aimed at improving the educational achievement of Looked After Children in the school. The sections below are those that are outlined in the statutory guidance on the role and responsibilities of the Designated Teacher for Looked After Children.

Due to confidentiality issues please do not identify any individual children by name in this report

Section 1 - Pupil information & Designated Teacher Workload

Numbers of children in care:-								Total:
School years:-								
Local Authorities responsible for the children								
Number of Looked After Children entering the school during the academic year								
Number of Looked After Children leaving the school during the academic year								

Personal Education Plans

Number of Personal Education Plans completed	
Number of initial PEPs completed within statutory timescales	
Number of PEP reviews complete within statutory timescales	

Any process or planning issues arising from Personal Education Plans (PEPs) including comment on the quality and usefulness of the process

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Training

List of training attended by the DT Date/Title	List of training provided within the school

Note any actions on Page 8 – Point 1 Workload, Point 2 PEPs, Point 3 Training

Section 3 – Local Authority and Additional Support

Support Interventions and Resources – please comment on usage of the following for any of your Looked After Children.

Pupil Premium Plus	
Other interventions	
Additional tuition	
Other (specify)	

Exclusions

Fixed term exclusions total Number of days		Number of children	
Permanent exclusions		Number of children	

Note any actions on Page 8 – Point 6 Support Interventions and Resources & Point 7 Exclusions

Section 4 – Able, gifted and talented and in care ?

Number of Looked After Children	
Subject areas	

How the school is meeting these needs

Special Educational Needs

Number of Looked After Children recorded as School Action	
Number of Looked After Children recorded as School Action +	
Number of Looked After Children with full statements of SEN	

How the school is meeting the need of these Looked After Children

Note any actions on Page 8 – Point 8 Able, Gifted & Talented & point 9 SEN

Section 5 - Whole School Planning, Intervention and Policies

How the teaching and learning needs of Looked After Children is reflected in school development plans:

Describe how current Looked After Children policies specify and reflect support for the educational achievement of Looked After Children
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Extended Activities

Please list numbers of Looked After Children taking part, and activity type.

Extended school activities	
Sports clubs	
Involvement in any educational visits	

Note any actions on Page 8 - Point 10 Whole School Planning, Intervention & Policies & Point 11 Extended Activities

Section 6 – Partnership Working

This section relates to working with LA teams inc. the Virtual School for Looked After Children

Comments on any involvement with the Virtual School for Looked After Children
Comments on any involvement with other Local Authority teams

Any other issues relating to the educational attainment, achievement and involvement of Looked After Children in the school.

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Note any actions on Page 8 - Point 12 Working with the Virtual School, & Point 13 Any other actions

Section 7 – Governors Annual Report – Summary/Actions

School:		Date:	
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Summary of suggested actions relating to Looked After Children:-

1. Workload	Priority (low) 1 to 6 (high)	
2. Personal Education Plans	Priority (low) 1 to 6 (high)	
3. Training	Priority (low) 1 to 6 (high)	
4. Attainment (Closing the Gap)	Priority (low) 1 to 6 (high)	
5. Attendance	Priority (low) 1 to 6 (high)	
6. Support Interventions and Resources	Priority (low) 1 to 6 (high)	
7. Exclusions Whole School Planning, Interventions and Policies	Priority (low) 1 to 6 (high)	
8. Able, gifted and talented	Priority (low) 1 to 6 (high)	
9. SEN	Priority (low) 1 to 6 (high)	
10. Whole School Planning, intervention & Policies	Priority (low) 1 to 6 (high)	
11. Extended Activities	Priority (low) 1 to 6 (high)	
12. Working with the Virtual School (high)		Priority (low) 1 to 6
13. Any Other Actions (high)		Priority (low) 1 to 6

Section 2 – Attainment (Closing the Gap) – Additional page

List all pupils by year group	English									Maths			GCSE			Attendance			
	Reading			Writing			Subject Level												
	Current Level	Target	Progress	5 A*-C Inc E&M	5 A*-C	1 A*-G	Attendance	Authorised Absences	Unauthorised Absences	Trend									

NB. Has the above information been shared with the Virtual School for Looked After Children?

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