



SAINT JOHN'S

Looked After Children Policy

Designated Member of Staff	Inclusion Lead
Committee with responsibility	Curriculum and Standards
Date of Issue	Autumn 2020
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Review and re-formatting of the policy
2	May 2023	Review of policy

At Saint John's CE Primary School, we aim to be a school "where we all flourish" and all policies are written with this in mind. Our school believes that, in partnership with Gloucestershire County Council as Corporate Parents, we have a special duty to safeguard and promote the education of Looked After Children.

Nationally, Looked After Children significantly underachieve and are at a greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve and make a positive contribution to society and achieve economic well-being in line with Every Child Matters.

AIMS

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools' role to promote and support the education of our Looked After Children by asking the question, '**Would this be good enough for my child?**'

Saint John's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

In pursuit of this policy, we will:

- Nominate a Designated teacher for Looked After Children (Debbie Kimber) who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level to support the Designated Teacher.

- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

The role and responsibilities of the designated teacher for looked after children

Designated teacher (DT)

This role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act).

The designated teacher must be a qualified teacher or a member of staff who is likely to gain to QTS by September 2012.

Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC. They need to be able to influence decisions about the teaching and learning of these children.

Responsibilities in school:

- Promoting the educational achievement of LAC on their school roll
- Helping school staff understand the issues that affect the learning of LAC
- Removing the barriers to learning for LAC
- Ensuring any LAC new to the school are assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching
- Developing personalised education plans for LAC in conjunction with the relevant teaching staff
- Ensuring that the LAC in their school have a voice in setting learning targets for themselves
- Championing for LAC
- Leading on developing and implementing the ePEP within the school. The social worker is responsible for initiating the ePEP process completing the front page of the ePEP form
- Monitoring the child's progress against the targets on the ePEP and extending these targets if they have been achieved
- Ensuring the child makes a smooth transition to a new school and that the child's records are transferred without delay.
- Producing at least one annual report to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the ePEP has been implemented and whether the actions put in place are effective in addressing the learning needs of LAC, how the Designated Teacher works in partnership with the LA, training undertaken for carrying out the

role effectively. The report must not mention the children's names for confidentiality reasons

- Promoting good home-school links and the importance of education as a way of improving life chances for LAC

All governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of looked after children

This policy links with a number of other policies and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

- Oversubscription criteria
- The school code of conduct
- Behaviour Policy
- Anti-bullying Policy
- Home-school agreement
- Equality Policy
- Safeguarding Policy
- Special Educational Needs Policy

The school will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

For more information please see:

The role and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies.

<http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF>

Improving the Educational Attainment of Children in Care (Looked after Children)

<http://publications.everychildmatters.gov.uk/eOrderingDownloads/DCSF-00523-2009.pdf>

Improving the attainment of looked after children in primary schools – Guidance for Schools

<http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009pdf>