

Cavendish Community Primary School



Children Looked After & Children Previously Looked-After Policy 2024

Education of Children Looked After and Previously Looked-After Children

INTRODUCTION

The governing body of Cavendish Community Primary School is committed to providing high quality education for **all** its pupils. **We believe that all looked after & previously looked after children should have equitable access to excellent educational provision and be able to achieve at a similar level to all children.** We recognise that nationally there is considerable educational underachievement of children in residential and foster care, when compared with their peers and that these children can be some of the most vulnerable in society. For example, they may have experienced:

- A high level of disruption and change in school
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention to homework

This may result in:

1. Poor exam success rates in comparison with the general population
2. Underachievement in further and higher education

The governing body recognises the need to champion performance, for looked after children and previously looked after children and is committed to improving outcomes for them, by ensuring that;

- everyone is aware that being or becoming 'looked after' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given.
- Designated Teachers are advocates for looked after children & previously looked after children and always take into account the voice and opinion of the child.

As a UNICEF Rights Respecting school, we hold the dignity, voice and rights of the child at the heart of our approach for looked after and previously looked after children.



The policy is informed by the following Department for Education (DfE) documents:

‘Designated Teacher for Looked-After and Previously Looked-After Children’ statutory guidance on their roles and responsibilities from DfE 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

‘Promoting the Education of Looked After and Previously Looked After’ statutory guidance from DfE 2018

https://assets.publishing.service.gov.uk/media/5a9015d4e5274a5e67567fbe/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

The governing body is committed to ensuring that looked after and previously looked after children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Governor for looked after children & previously looked after children
- A Designated Teacher for looked after children & previously looked after children
- Personal Education Plans (PEPs) for all looked after children

- The Designated Teacher, as a minimum, will have one day a year for training opportunities specific to factors that impact on the attainment of looked after children & previously looked after children
- All staff in school will have a clear understanding of the issues that affect looked after children & previously looked after children; their learning needs; how to support them in school and issues relating to confidentiality.
- Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

The designated teacher is the central point of initial contact within Cavendish Community Primary School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The designated teacher should know all looked after & previously looked after children in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required. The designated teacher should ensure confidentiality for individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.

The designated teacher should ensure that any looked after child or previously looked after child new to the school receives a positive welcome on entering school, especially mid-year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle.

The designated teacher has a leadership role in promoting the educational achievement of every looked after and previously looked after child on the school's roll. This involves, working with the Virtual School Head to promote the education of looked after and previously looked after and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how these children learn and achieve and how the whole school supports the educational achievement of these pupils.

The designated teacher promotes the educational achievement of looked after & previously looked after children by contributing to the development and review of whole school policies.

The designated teacher should liaise with the SENDCO to ensure that any Special Educational Needs are addressed in accordance with the Code of Practice for SEND. Looked after children are six to eight times more likely to have a statement of Special Educational Needs than the general school population.

The designated teacher promotes a culture in which looked after children and previously looked after children:

- Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
- Are prioritised in any selection of pupils who would benefit from additional tuition, and that they have access to interventions.
- Are encouraged to participate in school activities and in decision making within the school and the care system.
- Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.

The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are looked after children or previously looked after children.

The designated teacher works directly with looked after children and previously looked after children and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective

communication; ensure they understand the potential value of additional tuition; ensure they are aware of how the school teaches key skills such as reading and maths; and encourages high aspirations and working with the child to plan for their future success and fulfilment.

The designated teacher has lead responsibility for the development and implementation of PEPs for looked after children (as well as previously looked after children where appropriate and required) within school in partnership with others as necessary;

The designated teacher is responsible for ensuring that the e-PEPs are completed within statutory timescales and returned to the Virtual School Head as outlined in the PEP guidance. The e-PEPS are quality assured by the Virtual School with a rating.

The designated teacher is the school's Designated Safeguarding Lead and therefore ensures that any safeguarding concerns regarding looked after children and previously looked after children are quickly and effectively responded to.

The designated teacher is aware that the Virtual School Head provides information and advice to parents and designated teachers on meeting the needs of previously looked after children. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Head for advice on meeting their individual needs.

The designated teacher celebrates the successes of looked after and previously looked after children and engages with the Manchester Achievement Award to further celebrate particular achievements.

Report to the Governing body on looked after and previously looked after children in the school and inform of relevant policy and practice development.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

- have high expectations of looked after children and previously looked after children's learning and set targets to accelerate educational progress;

- be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- understand how important it is to see looked after children and previously looked after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- for previously looked after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

- ❖ ensure all governors are fully aware of the legal requirements and guidance for looked after children and previously looked after children;
- ❖ ensure that there is a named designated teacher for looked after children and previously looked after children;
- ❖ through the designated teacher, hold the school to account on how it supports its looked after children and previously looked after children (including how the Pupil Premium Plus is used) and their level of progress;
- ❖ be aware of whether the school has looked after children and previously looked after children and how many (no names);

- ❖ liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to looked after children and previously looked after children;
- ❖ ensure the designated teacher is able to access training needed to fulfil the role of designated teacher;
- ❖ support the Head Teacher, looked after children and previously looked after children are met;
- ❖ review the effective implementation of this policy at least every three years.

Linked policies

- Child Protection
- Safeguarding
- Equality Scheme

Links

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

This policy was established, and approved for implementation by the full Governing Body

The name of our school's Designated Teacher is: Miss Sian Evans

This policy is to be next reviewed on: Spring 2027
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