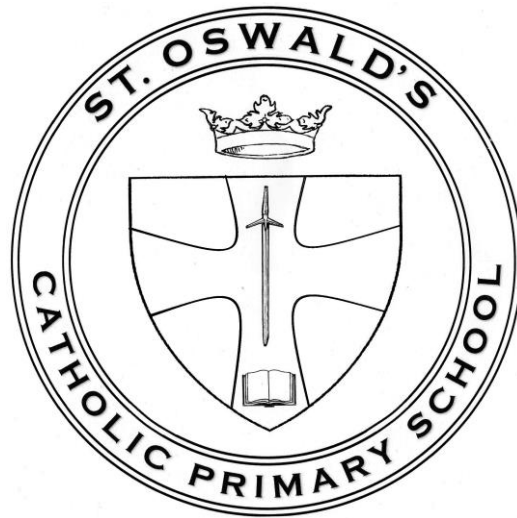


St. Oswald's Catholic Primary School



Children Looked After Policy

2017

This is the policy for children who are looked after is set within the context of the whole school aims and Mission Statement:

*Together with Jesus,
we will Learn and Grow in Faith.*

Introduction

At St. Oswald's Catholic Primary School we believe that each child should learn in an atmosphere surrounded by love. We aim to promote a learning atmosphere where positive values in behaviour and attitudes are created. In every class all children will be given the opportunity to develop his/her true potential academically, morally and spiritually. The children in our care will be taught to value each other and the world around them.

The staff and Governing Body of St Oswald's Catholic Primary School places the highest priority on the responsibilities they have to actively contribute to safeguarding and promoting the welfare of Children Looked After, in accordance with Section 175 of the Education Act 2002. The Governing Body and staff of St Oswald's are committed to providing a safe and stimulating environment which promotes the social, physical and moral development of Looked After Children. All reasonable measures are taken to ensure that the risks of harm to their welfare are minimised.

Aims

The aim of this policy is to ensure that the Children Looked After on roll at St Oswald's Catholic Primary School have their individual needs met and receive equal opportunity in education despite any disadvantage they have encountered or continue to encounter in their lives. To ensure that this aim is met the following roles and responsibilities have been agreed within the school.

Achieved by:

- By ensuring that staff play a positive and active role in the life of children who are looked after.
- By appointing a designated teacher and governor with immediate responsibility for Children Looked After, who will meet regularly to monitor progress.
- By working with all appropriate agencies in the development of the PEP.
- Through discussion, if deemed appropriate, with the child and/or any relevant adults.
- By ensuring regular and relevant training for the designated teacher and/or governor.

This policy will be implemented in accordance with the principles of the School Mission Statement and will be reviewed annually.

Definition

The term 'looked after' refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

Furthermore, the term 'looked after', which is widely used in social services is synonymous with the term 'in public care', which has been adopted by the DfES in their publication, 'The Education of Young People in Public Care'.

Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting the education of looked after children.

To ensure that the aims of this policy are met the following roles and responsibilities have been agreed within the school.

The **named Governor** Mrs Johanne Jones should be satisfied that:

- the school has a coherent policy for children who are looked after
- the school's policies and procedures are reviewed in the light of social inclusion guidance and guidelines
- the designated teacher has received appropriate training
- looked after children have equal access to all areas of the curriculum
- the Governing Body receives an annual report

The **Head Teacher** Mrs Walsh will:

- be responsible for all systems to support looked after children
- be the named point of contact for colleagues in social services and education
- The Head Teacher, SENCO and SLT meet regularly with the DT regarding the education of CLA at the school
- report to the governing body on an annual basis on the following:
 - the number of looked after pupils in the school
 - an analysis of test scores as a discrete group, compared to other pupils
 - the attendance of pupils, compared to other pupils
 - the level of fixed term and permanent exclusions, compared to other pupils
 - the number of complaints

The **Designated Teacher**, Mrs Murphy DH will have lead responsibility in helping all staff to understand how to support CLA children. She will:

- ensure that any 'looked after child' is made to feel welcome and valued
- To ensure there is central point of contact in school for CLA related enquiries
- liaise with home school link leads in school to share information and support each other's role.
- ensure information is shared on a strictly 'need to know' basis
- ensure that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by children who are looked after and understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievements.
- Make sure CLA children are prioritised for interventions and opportunities.
- act as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances.
- Liaise with other professionals
- be responsible for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer.
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern.
- build positive home-school relationships between parents/carers with regular opportunities for

dialogue.

Personalised Education Plans:

will consider:

- The PEP forms part of the care plan and will be completed within 20 days when a new CLA is on the school roll
- Thereafter the PEP should be done after 3 months and then at least 6 monthly
- The PEP will be shared with key staff who plan and deliver the support needed by the child
- the child's strengths and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- decisions concerning funding
- target setting that will be reviewed during the next PEP meeting.
- Any transitional arrangements

Inclusion:

Looked After children will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Classroom activities are differentiated in order for all children to succeed according to the lesson learning objective.

All children, including those with additional educational needs, will be recognised and supported, including those displaying a gift or talent in any area of the curriculum.

CLA policy review and evaluation

We consider the CLA policy to be important and we undertake a thorough review of our practice each year.

The policy will be reviewed in line with any procedural changes.

Agreed by governors Pastoral/RE/Safeguarding Committee.....18/10/16.....