



## **Broadfield Primary School Looked- after and previously looked after children**

<b>Approved Date 03/05/2018</b>
<b>Approved By Full Governing Body</b>
<b>Review Date 03/05/2020</b>

This policy has been written in accordance with Statutory Guidance from the Department for Education February 2018 issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008 and the Children and Social Work Act 2017.

Broadfield Primary School believes that in partnership with Oldham Council as Corporate Parents we have a special duty to safeguard and promote the education of looked-after and previously looked –after children.

### **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 and previously looked- after children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools’ role as corporate parents to promote and support the education of our looked- after and previously looked-after children, by asking the question,  
  
‘Would this be good enough for my child?’

In pursuit of this policy we have:

- A Designated teacher for looked- after and previously looked- after children (Ms StennettHeadteacher) who will act as their advocate and co-ordinate support for them.
- A school governor (Mrs Gina Andrewes) to ensure that the needs of looked- after and previously looked- after children in the school are taken into account at a school management level and to support the Designated Teacher.
- Ensure time has been allocated to support the designated teacher in carrying out their role and ensuring that they attend training on looked- after children.
- Ensure that the designated teacher has due regard to any guidance given by the Secretary of State.

### **The role of the governing body**

The governing body will ensure:

- That there is a named Designated Teacher for looked after children and previously looked after children who has the appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about their teaching and learning needs;
- That all governors are fully aware of the legal requirements and statutory guidance for looked-after and previously looked after children by accessing regular training;
- Has a named governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- That the designated teacher follows school policies and approaches appropriately to reflect the needs of looked-after and previously looked-after children and act as a champion for them;
- That the designated teacher have training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills; knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN;
- That the designated teacher works within school with the SENCO, Place2Be and the pastoral team. Work outside the school with health and other professionals to support where required, the needs of looked-after and previously looked-after children;
- That there are no unintended barriers to the admission of looked-after and previously looked-after children either at normal transition or any other point of the school year;

- That the school provides for looked-after or previously looked after children who have the following: special educational needs, mental health needs or who have been identified as gifted and talented;
- That the designated teacher provides a regular report to the governing body to account on how the school supports its looked-after children and how the Pupil Premium Plus is spent and the impact on their educational achievement;
- For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned;

**The role of the designated teacher will:**

- Be a central point of initial contact within the school for the Looked-after and previously looked-after children, being available and understand the experience of being LAC;
- Lead on how the Personal Education Plan is developed and used in school to make sure the child's progress towards education targets is monitored;
- Work with the following partners:

-Virtual School Head

-Social Workers

-SEND Team

-Foster Carers

-Health

-Independent Reviewing Officer

- Ensure that when a looked-after child is new to the school there are systems in place to support them and there is regular communication with their carer;
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a **matter of priority within 15 days;**

- Ensure that systems are in place to identify and prioritise when looked- after or previously looked after children are underachieving and have early interventions to improve this in line with existing school policy;
- Ensure that systems are in place to keep staff up to date and informed about looked- after and previously looked- after children where and when appropriate;
- Proactively build strong links with the Virtual School Head to access training and keep up to date with research and good practice;
- Ensure that looked-after and previously looked after-children, along with all children are listened to and have equal opportunity to pastoral support in school;
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of looked after and previously looked after children;
- Report to the Governing body termly on the performance of the looked- after children who are on the roll of the school;

**All Staff will:**

- As with all children, have high aspirations and celebrate the educational and personal achievement of looked after and previously looked after children;
- Ensure entry to examinations for looked- after and previously looked-after children;
- Be familiar with the guidance on looked- after and previously looked-after children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- Liaise with the Designated Teacher where a looked- after and previously looked-after child is experiencing difficulty;

**Personal Educational Plans**

All looked- after and previously looked-after children should have a Personal Education Plan.

This should include appropriate targets to help them make good educational progress and be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Transition Plan or Pastoral Support Programme.

Personal Education Plans should:

- identify developmental and educational needs in relation to skills, knowledge, subject areas and experiences;

- set short and long-term educational attainment targets agreed in partnership with the child and the carer where appropriate;
- include a record of planned actions, including milestones on homework, extra tuition and study support, that the school and others will take to promote the educational achievement of the child, based on an assessment of their educational needs;
- school attendance and, where appropriate, behaviour support;
- include information on how the child's progress is to be rigorously monitored;
- record details of specific interventions and targeted support that will be used to make sure personal education targets are met, especially at the end of Key Stage 2 in relation to English and mathematics;
- say what will happen, or is already happening, to put in place any additional support which may be required - e.g. possible action to support special educational needs involving the SENCO, educational psychologist, or local authority education services (information contained within a EHC plan does not have to be duplicated in the PEP, a reference is sufficient as long as the plans work together to meet overall needs);
- set out information on what will happen or is already happening to identify and support any mental health needs relevant to the child's education;
- set out information on what will happen or is already happening to identify and support any mental health needs relevant to the child's education;
- set out how a child's aspiration and self-confidence is being nurtured, especially in consideration of longer-term goals towards further and higher education, work experience and career plans. Discussions about longer-term goals should start early and ideally well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on young person's strengths and capabilities and the outcomes they want to achieve;
- include the child's views on how they see they have progressed and what support they consider to be most effective;
- be a record of the child's academic achievements and participation in the wider activities of the school and other out of school learning activities (e.g. sporting, personal development);
- provide information which helps all who are supporting the child's educational achievement to understand what works for them, helping to substitute for the role that parents might otherwise provide;

- have clear accountability in terms of who within the school is responsible for making the actions identified in the plan happen;

### **Pupil premium plus (PP+)**

Looked-after children are one of the groups of pupils that attract PP+ funding. This is additional funding provided to help improve the attainment of looked-after children and close the attainment gap between them and their peers. Local authorities receive a PP+ grant allocation based on the number of children looked after for at least one day and aged 4 to 15 at 31 August, as recorded in the latest looked-after children data return.

The PP+ can be used to facilitate a wide range of educational support for looked-after children. VSH should seek the input of the school's designated teacher and carers when deciding on how to use PP+ to support a child. It is important that the designated teacher ensures interventions supported by pupil premium are evidence-based and in the best interests of the child.

Broadfield Primary School will consider the following model when deciding how the Pupil Premium Plus funding should be used.

Approaches that are:	Which emphasise:
Individually tailored to the needs and strengths of each pupil	Relationship-building, both with appropriate adults and with peers
Consistent (based on agreed core principles and components) but also flexible and responsive	An emotionally-intelligent approach to the setting of clear behaviour boundaries
Based on evidence of what works	Increasing pupil's understanding of their own emotions and identity
Focused on clear short-term goals which give opportunities for pupils to experience success	Positive reinforcement
Include regular, high quality feedback from teaching staff	Building self-esteem

Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g. via the PEP)	Relevance to the learner: relate to pupil's interests where possible; make it matter to them
Supporting pupil transition (e.g. primarysecondary)	A joined-up approach involving social worker/carer/VSH and other relevant professionals
Raising aspirations through access to high-quality educational experiences	Strong and visionary leadership on the part of both of the pupil's head teachers
Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies	A child centred approach to assessment for learning

### **Training**

The Head Teacher and or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the guidance from the DfE and The Virtual School Head.

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

<b>What ?</b>	<b>Probable Content</b>	<b>Why ?</b>	<b>Who ?</b>	<b>Where ?</b>	<b>When ?</b>

Academic and personal achievement files	Personal Identification Data	Legally Required To manage the child's specific needs	Head teacher and governing body	Initially Completed On Paper	Held On File for 25 years
Medical records	Sensitive home data	Keeping Children Safe in Education	Passed on to Police / Ambulance service/external agencies if appropriate		
Personal contact details		Communication			
Social Services records		Government Legislation			

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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