



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Document Control Sheet

Document Type	Policy
Document Name	Looked after and previously looked after children
Originator	Margery Yates
Approved by	Behaviour and Personal Development
Review interval	Bi-Annual
Date of last review	5th October 2021
Date of next review	Autumn 2023
This document is part of the group which include	Behaviour for Learning, Anti-Bullying, Acceptable Use, Online Safety, Exclusions, Policy Statement Additional & Special Education Needs, Drugs' Education, Mental Health & Wellbeing, Use of Images, Student Illness, Accident & First Aid, Use of Force, Recruitment, Supporting Children with Medical Conditions, Single Equality Scheme, Searching Screening & Confiscation, Transgender and Health & Safety Policies.
Equality Act 2010 fully considered	Yes
EIA Form Completed	Yes

The County High School Leftwich
Granville Road, Northwich, Cheshire, CW9 8EZ
Telephone: 01606 333300

Looked after and previously looked after children

1. Guiding Principles

- 1.1. Looked After Children are children in public care and are either –
 - 1.1.1. Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
 - 1.1.2. Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
 - 1.1.3. Remanded into care.
- 1.2. A private agreement is not public care - when a child lives with friends or relatives by private arrangement; these children are not designated as Looked After.

2. Objectives of this Policy

- 2.1. To ensure that all Looked After Children and Previously Looked After Children will be encouraged to prosper and flourish, that is to:
 - 2.1.1. Stay safe
 - 2.1.2. Be healthy
 - 2.1.3. Enjoy and achieve
 - 2.1.4. Be involved
 - 2.1.5. Acquire economic well being
- 2.2. within a school environment where they develop their comprehension and command of knowledge and skills, character, creativity and imagination.

3. Rationale

- 3.1. The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are of real concern.
- 3.2. It follows that children and young people who are Looked After need specialised treatment and positive discrimination in their favour if this situation is to be improved.
- 3.3. For Looked After Children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

4. Responsibilities

- 4.1. **The Head Teacher and Senior Leadership Team**
- 4.2. The Head Teacher and Senior Leadership Team will ensure the provision/outcomes for Looked After Children are specifically recorded in:-
 - 4.2.1. School Improvement Plan
 - 4.2.2. Planning Documents
 - 4.2.3. Appropriate School Policies and Procedures
 - 4.2.4. Specific Reports on issues such as student progress in relation to expected, age-related outcomes; exam results; attendance; behaviour, sanctions, exclusions; student voice.
- 4.3. The Head Teacher and Senior Leadership team will also:-
 - 4.3.1. Provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.

- 4.3.2. Ensure staff are aware that the provision to support Looked After Children is a key school priority.
- 4.3.3. Give the Designated Teacher for Looked After Children the time and facilities to carry out their role and to support them at all times in their work.
- 4.3.4. Show a personal interest and involvement in Looked After Children in the school.
- 4.3.5. Challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of the children achieving their full potential.
- 4.3.6. Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and to ensure that the Designated Teacher attends regular training.
- 4.3.7. Provide information to the School Improvement Partner regarding the progress of Looked After Children on the school's roll.
- 4.3.8. Ensure measures are in place to obtain 'Previously Looked After' data and make necessary applications for funding for any such students (from September 2018).

5. **Governing Body**

- 5.1. The Governing Body will ensure a Designated Teacher for Looked After Children is appointed. The Governing Body will receive reports on Looked After Children as outlined above.

6. **Designated Teacher**

- 6.1. The Designated Teacher will:
 - 6.1.1. Be a champion for Looked After Children within the school and ensure that they are receiving special provision.
 - 6.1.2. Ensure that the Looked After Children are aware of who the Designated Teacher is, and identify the key staff who are able to support them at school.
 - 6.1.3. Ensure that subject teachers are aware of who the schools' Looked After Children are, and ensure that all staff treat the information confidentially.
 - 6.1.4. Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
 - 6.1.5. Ensure children in care receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
 - 6.1.6. Ensure that all available support is being offered to raise the achievement levels of Looked After Children, including:
 - 6.1.6.1. that students are following an appropriate curriculum (and in Year 9 make the best possible option choices);
 - 6.1.6.2. that students know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
 - 6.1.6.3. that the school's data tracking and comparisons with FFT/National data show, at least termly, if a student is underachieving with monitored intervention strategies being suggested and implemented;
 - 6.1.6.4. that the students are entered for public exams in all cases unless it is totally inappropriate;
 - 6.1.6.5. that the students have access to any additional support that is available in the school;
 - 6.1.6.6. that the students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;

- 6.1.6.7. that students on the Special Educational Needs register receive all possible support to meet their needs;
 - 6.1.6.8. that all possible support is given at times of transition (KS2 – KS3, KS3-KS4, KS4-KS5);
 - 6.1.6.9. that students are completing self-study in preparation for assessment points and that this appropriate intervention takes place if this is not the case;
 - 6.1.6.10. that an application is made for Pupil Premium Plus funding to support the education of individual students through the presentation of ‘SMART’ targets at PEP meetings;
 - 6.1.6.11. that the students have all possible individual assistance in developing their skills for life;
- 6.2. Ensuring that Looked After Children receive a smooth transition into the school, with the transfer of all relevant past history.
 - 6.3. Keeping comprehensive and up to date electronic records on each student and to ensure that these are passed on should the student move school.
 - 6.4. Ensuring PEPs occur on time and to support the appropriate key staff to lead the educational response at these PEP meetings.
 - 6.5. Checking with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
 - 6.6. Monitoring attendance and to report any concerns straightaway.
 - 6.7. Drawing up strategies for students who are not achieving, behaving according to the school Behaviour Police or not attending and then monitor the success of their implementation.
 - 6.8. Ensure that:-
 - 6.8.1. students have access to enterprise and work related guidance, to support link activities with Further and Higher Education;
 - 6.8.2. students receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education, employment or training;
 - 6.8.3. students are given specific help in developing the social and personal skills that will give them better life chances.
 - 6.9. Undertaking periodic student voice exercises.
 - 6.10. Encouraging students to be fully involved in the enrichment offer of the school and the wider community; to help them with the logistics of taking part in school excursions and other activities; to encourage them to be fully involved in the school, eg school councils.
 - 6.11. Ensuring that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another key member of staff).
 - 6.12. Making provision for specific mentoring or counselling as needed.
 - 6.13. Liaising with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
 - 6.14. Ensuring that students are getting their fair share of praise and rewards from the school's Achieving Excellence system and to intervene when this seems not to be the case.
 - 6.15. Being vigilant for any Child Protection issues and also to check carefully for any sign of a Looked After Children being bullied.
 - 6.16. Ensuring that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.
 - 6.17. Liaising closely with the Virtual School Team by

- 6.17.1. Contacting the Virtual School Team if access is needed to a Social Worker or a multi-agency team;
 - 6.17.2. Informing the Virtual School Team of any problems out of school that seem to have been identified;
 - 6.17.3. Seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Looked After Children;
 - 6.17.4. Keeping the Virtual School Team informed about the general progress of Looked After Children;
 - 6.17.5. Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.
- 6.18. NB: The Virtual School Team should keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.
7. **Subject / Form Teachers**
- 7.1. To be aware of Looked After Children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.
8. **Pastoral Support/Attendance and Punctuality**
- 8.1. If a Looked After Child is absent, contact should be made in the first instance with carers. If no contact is obtained, **immediate** contact should be made with the Social Worker/ Social Care.
9. **Previously Looked After Children**
- 9.1. Schools and local authorities have a duty, required by the Department of Education, to promote education, progress and achievement for Previously Looked After Children. These are children who may have been adopted, placed on special guardianship orders or a child arrangement order from care. These duties recognise that children who have previously been in care may well require additional support as a result of their life experiences prior to being adopted or placed in permanent families.
- 9.2. Pupil Premium is available for to support progress and achievement for Previously Looked After children by those parents who self-declare that they have a Previously Looked After Child, which should be recorded on the school's management information system before the October census. The (£2300 per year) funding is sent directly to the school. The use of Pupil Premium should be effective and monitored to track progress and attainment. As with Looked After Children, the Designated Teacher should provide advice, support and information to parents and guardians.
10. **Pupil Premium Plus**
- 10.1. Pupil Premium Plus is a government grant available to support and promote the education of children and young people in care. It is available for all school aged children from reception to year 11. Pupil Premium Plus must be used to improve outcomes and raise attainment and will only be provided if a high quality PEP clearly identified educational and other measurable targets for improvement for the young person. As such, any request for Pupil Premium Plus must be linked to 'SMART' targets on the PEP.
- 10.2. The Pupil Premium Plus will be used to improve outcomes for children in the following areas:
- 10.2.1. raised levels of achievement and progress

- 10.2.2. improving attendance
 - 10.2.3. supporting emotional wellbeing
 - 10.2.4. promoting inclusion (by reducing internal and external exclusion)
 - 10.2.5. developing social skills
 - 10.2.6. supporting a smooth transition into the next key stage or new place of learning
- 10.3. The Pupil Premium Plus request on the PEP will show the type of intervention (pastoral or learning), description of intervention, target details, expected impact and cost of the support.
- 10.4. The Virtual School Head Teacher has overall responsibility for making sure there are effective arrangements in place for allocating Pupil Premium Plus. Cheshire West and Chester allocate Pupil Premium Plus funding on a needs-led basis. Therefore, the amount of funding an individual child may receive can vary.