

PINNER

HIGH SCHOOL

Policy	Child Looked After Policy
Date of Review	November 2020
Reviewed By	Deputy Head Emma Pacey
Date of Approval	December 2020
Approved By	LGB
Date of Next Review	Autumn 2021
Statutory/Non Statutory	Statutory
Website/Non Website	Non Website

Child Looked After Policy

Named personnel with designated responsibility for Looked After/Previously Looked After Children.

Academic Year	Designated Teacher	Named Governor	Chair of Governors
2020-2021	Emma Pacey Deputy Head	Des Fahy	Andy Ahmed

Rationale

'Designated teacher for looked-after and previously looked-after children' (Feb 2018) makes it clear that 'Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress.'

Furthermore, the national outcomes from Looked After and Previously Looked After Children in terms of educational achievement and subsequent life chances are significantly lower than other children of similar abilities. It therefore follows that **these students need special treatment and positive discrimination in their favour** if this situation is to be improved. At Pinner High School we put in place strategies that allow these children to succeed in all aspects of life in line with children of similar abilities.

Purpose

- To clarify responsibilities with regard to Looked After/Previously Looked After Children
- To ensure there are structures and strategies in place to support the achievement and wellbeing of Looked After/Previously Looked After.

Guidelines

Definition of a Looked After/Previously Looked After Child

For the purposes of this policy Pinner High School adheres to the DfE Statutory Guidance **'Designated teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities' (Feb 2018)** which defines:

- a child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;
- a previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person³, or has been adopted from 'state care' outside England and Wales; and
- a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

A private agreement is not public care i.e. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After. Children living in these informal arrangements may be vulnerable and will be monitored closely by the school as necessary
Previously looked-after children's challenges and need for support will often continue after they leave care.

However, designated teachers' work will reflect that their role for previously looked-after children is different to that for looked-after children, as the local authority is no longer their corporate parent.

Roles & Priorities

Governing Body

- To appoint a Designated Governor for Looked After/Previously Looked After Children
- The Governing Body will through the Designated Governor and the Designated Teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the PP+ is used) and their level of progress.
- The Governing Body will through the Designated Governor and the Designated Teacher monitor that the Senior Leadership Team are meeting their responsibilities related to Looked After/Previously Looked After Children as listed below.

Headteacher

- To ensure that provision/outcomes for Looked After Children are specifically developed, recorded, monitored and evaluated by means of:
 - The School Improvement Plan and SEF
 - All school policies and procedures
 - Behaviour, sanctions and exclusions reports
 - Praise and rewards reports
 - Analysis of public and internal examinations and assessments
 - Year 8 Option choice decisions
 - Entry to Public examinations
 - Participation in extracurricular activities and successes
 - Attendance
 - Participation in Gifted and Talented provision and successes
 - Admissions
 - Student voice
 - Complaints
 - Student destinations
- To provide an annual report on the provision for, and progress of Looked After/Previously Looked After Children to the Governing Body
- To make it clear to staff and other school stakeholders that Looked After/Previously Looked After Children require special treatment and positive discrimination and that is school policy
- To give the designated member of staff for Looked After/Previously Looked After Children the time and facilities to carry out his/her job description and to provide strong support for his/her work
- To show a personal interest and involvement with Looked After/Previously Looked After Children in the school
- To challenge negative stereotypes of Looked After/Previously Looked After Children if they exist and to insist on the highest of expectations in terms of Looked After/Previously Looked After Children achieving their potential
- To give Looked After Children the highest priority regarding admissions to the school even when there is oversubscription
- To avoid as far as possible the exclusion of a Looked After Child Children
- To provide CPD for staff on issues pertaining to Looked After/Previously Looked After Children and to ensure that designated staff attend regular external training provided by the LA and national bodies.

Designated Member of Staff for Looked After Children

Provision and Awareness Raising

- To be a champion for Looked After/Previously Looked After Children within the schools and to ensure that they are receiving special provision
- To ensure that the pupil premium for Looked After/Previously Looked After Children is deployed

efficiently and effectively, is focussed on raising achievement and is monitored and evaluated.

- To ensure that staff who need to know are aware of the Looked After/Previously Looked After Children; to make staff aware that extra support should be given to this group of students to help them achieve their academic potential and further their personal and social development
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem e.g. behaviour issues, poor effort etc

Student Voice

- To ensure that the views of Looked After Children are listened to and taken into account during decision making
- To ensure that Looked After Children have a key member of staff with which they can discuss any concerns and or issues
- To meet regularly with the Looked After Child to check progress and to listen to his/her views about both in school and out of school issues

Working with Carers and Parents

- To ensure that they work closely with the Local Authority and Carers/parents to understand the scope of the care agreement, whether the child is on a care order or is voluntarily accommodated, and the scope of the carer's responsibility for giving permissions.
- To encourage carers/parents to take an active role in PEP meetings, including contributing to decisions over the allocation of PP+ funding.
- For previously looked-after children, the designated teacher will work closely with their parents and guardians as they will understand their child's needs better than anyone else. The designated teacher will make themselves known to parents and guardians as someone they can talk to about issues affecting their child's education.

Academic Support and Tracking

- To ensure they are following an appropriate curriculum and that there is access to alternative provision if felt necessary
- To ensure students are entered for public examinations in all cases unless it is totally inappropriate
- To check that they know their targets and get feedback termly on how they are performing in relation to these targets and how they can improve and do better (using the same process as for the student body as a whole)
- To use the school's data tracking on at least a termly basis to indicate if a student is underachieving and ensure that intervention strategies put in place and are monitored, including full access to any booster support that is available in the school
- To check that they complete homework and coursework on time and to a good quality and that intervention occurs if this is not the case
- To keep the Headteacher and Governors apprised of all data, developments and progress of looked after students.

Additional Support and Intervention

- To ensure they have all possible individual assistance in developing their basic skills including reading
- To make sure that students on the SEN register receive all possible support to meet their needs and able students have access to the school's High Ability Pupil provision
- To encourage students to be fully involved in extracurricular and extension activities

Pastoral Support and Mental Health

- To ensure that they and other school staff can identify signs of potential issues and understand where the school can draw on specialist services, such as CAMHS and educational psychologists
- To ensure that strategies for students who are not achieving, behaving poorly or not attending are implemented and then monitor the success of their implementation
- To make sure students are given specific help in developing the social, personal skills that will give them better life chances
- To ensure that Looked After/Previously Looked After Children have access to pastoral support and mentoring where needed
- To ensure that Looked After Children have priority access to the school counselling service and or any other therapeutic support.

Attendance

- To monitor attendance on a weekly basis and to report any concerns to the Headteacher
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- To ensure that home visits are carried out for any Looked After Child who is absent where the school are not able to confirm with carers the reason for the absence.

Options and Careers

- Additional support is given to support option choices in Year 8
- Students receive all possible guidance and assistance in terms of their Post 16 pathways to ensure that they progress to education, employment or training
- To ensure that students have access to enterprise and work related education, link activities with further and higher education

Liaising with External/Support Agencies

- To act as the first point of contact regarding Looked After Children for external agencies
- To liaise with the Virtual School Headteacher Mellina Williamson Taylor
- To ensure educational PEP reviews occur on time and to play the lead educational role at these meetings
- To liaise with carers, Social Services and Headteacher so that all possible support is given at the times of transition

Sharing Information

- To ensure that sensitive information related to Looked After/Previously Looked After Children remains confidential at all times
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school
- All relevant information is collected and Looked After/Previously Looked After Children receive a smooth induction into the schools

Monitoring and Evaluation

- The Designated Member of Staff responsible for Looked After/Previously Looked After Children provides an annual report to the Senior Leadership Team and Governors on provision for and progress of Looked After/Previously Looked After Children
- The Governing Body and the Governor responsible for Safeguarding will review all processes on an annual basis.

The effectiveness of this policy will be regularly monitored and reviewed through the school's self-evaluation schedule.

