



# Hans Price Academy

## Looked After Children Policy

Date: September 2018



Cabot  
Learning  
Federation

# **HANS PRICE ACADEMY**

## **Looked After Children Policy**

### **1. Vision**

Hans Price Academy is a happy, harmonious and welcoming school where everyone is valued. At Hans Price Academy, we aim to promote equality and tackle any form of discrimination, but more than that we believe in equity. We want to ensure that not only do our students have opportunities but they have access to those opportunities. We seek to remove any barrier to access, progress, participation, achievement and attainment. We are able to do this by providing a broad and balance curriculum through structured lessons, Learning Family Time and the assembly programme. The learning experience we provide aims to eliminate discrimination, advance equality of opportunity and foster good relationships.

### **2. Rationale**

At Hans Price Academy, we recognise that we have a key role to play in improving the life chances of our young people, and particularly in the case of our Looked After Children.

### **3. Definitions**

The terms Looked After Child (LAC) and Child in Care (CiC) are interchangeable. For the purposes of this policy we are using the term LAC. Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

- (i) children who are accommodated by the local authority under a voluntary agreement with their parents;
- (ii) children who are subject to a care order or interim care order;
- (iii) children who are subject of emergency orders for the protection of the child;
- (iv) children who are compulsorily accommodated. This includes remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

A Looked After Child may be in residential care, a foster placement or could be living with their parents. If living with their parents, this could be on a part time basis or possibly before returning home permanently after a care placement.

### **4. Roles and Responsibilities**

Hans Price Academy is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. We recognise that, nationally, there is considerable educational underachievement of Looked After Children, when compared with their peers, and we are committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000 and the Children Act (2004).

The Children Act places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they are able to “achieve to and reach their full potential”. At Hans Price Academy we recognise the collective responsibility of local authorities and schools to achieve good parenting and work towards the six principles of:

- Prioritising education;
- Having high expectations;
- Inclusion – changing and challenging attitudes;
- Achieving continuity and stability;
- Early intervention – priority action; and
- Listening to children.

## **The Role of the Governing Body:**

The governing body of this school will:

- Ensure that admission criteria prioritise LAC, according to the Code of Practice on Admissions;
- Ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children;
- Ensure that there is a named Designated Teacher for Looked After Children;
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body;
- 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;
- Review the effective implementation of this policy, preferably annually and at least every three years.

## **The role of the Principal:**

- To ensure that, in partnership with the Governing body, the Designated Teacher has the opportunity to acquire and keep up to date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of Looked After Children;
- To make sure that the Designated Teacher role contributes to the deeper understanding of everyone in the school who is likely to be supporting Looked After Children to achieve;
- In partnership with the Governing body, monitor the effectiveness of the role of the designated teacher;
- Oversee the development of the policy on Looked After Children;
- Evaluate the standards and achievement of Looked After Children and report termly to the governing body;
- Ensure that all staff are given the opportunity to attend training courses .etc. That help them develop the skills and knowledge needed to support Looked After Children

## **The Role of the designated Teacher within the school:**

The Designated Teacher in Hans Price Academy is Nicky Munro.

The Designated Teacher should:

- Be an advocate for Looked After Children;
- Ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible).
- Have a lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school
- Ensure that each Looked After Child has an identified member of staff that they can talk to;
- Ensure entry to examinations for all Looked After Children ;
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- Ensure staff and governors receive relevant information and training
- Ensure confidentiality for individual children and only share personal information on a need to know basis;
- Provide written information to assist planning/review meetings and ensure attendance as far as possible;

- Encourage Looked After Children to participate in extra-curricular activities and out of hours learning;
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

### **The role of all staff involved in supporting Looked After Children:**

- As with all children, have high aspirations and celebrate the educational and personal achievement of Looked After Children;
- Be aware of the emotional, psychological and social effects of loss and separation from birth families;
- Understand the reasons which may be behind a Looked After Child's behaviour, and why they may need more patience and support than other children;
- Understand how important it is to see Looked After Children as individuals and not to publicly treat them differently from their peers;
- Understand what a PEP is and its importance in helping to create a shared understanding
- Be familiar with the Guidance on 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 Child is experiencing difficulty;

### **5. Personal Education Plans (PEPs)**

All looked After Children must have a care plan which is drawn up and reviewed by the local authority which looks after them. The care plan must include a Personal Education Plan (PEP), which forms part of the child's official school record.

The school and the Local Authority have a shared responsibility for making sure that the PEP is a useful document and for helping Looked After Children to achieve and enjoy. The PEP is developed through discussion with the young person, carers, the social worker, the child's College Leader and staff from the HOPE Virtual School or North Somerset Virtual School (whichever is appropriate). The PEP should include challenging, curriculum-based targets and support the young person's educational progress.

### **6. Pupil Premium**

All children in care in KS3 and KS4 are entitled to additional support to be funded by Pupil Premium. The aim of this support is to help improve their outcomes and narrow the gap between their outcomes and those of their peers. The support will most often include individual tuition in English and Maths.

The school is committed to ensuring the effective use of this additional funding where available for all eligible Looked After Children on roll. The appropriate use of all allocated funding is to be assessed through the Personal Education Plan.

### **7. Leaving Arrangements**

When a Looked After Child leaves the school we will aim to ensure a positive transition to future providers. We will share information, via Social Workers where appropriate, and will continue to be available to share further information such as this may be required in future.

## **8. Training**

The Principal, Designated Teacher and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the guidance from the DfES.

**DATE September 2018**

**REVIEW DATE: Policy to be reviewed annually**

