



Policy for the Education of Looked After Children/Children in Public Care

Thornley Primary School believes that as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children. These are children who are looked after by the local authority. (Guidance on Education of Looked After Children 2000 Section 3 Paragraphs 3.2 and 3.3).

Aim:

To provide a safe and secure environment, which values education and believes in the abilities and potential of all children

To bring the educational attainments of our Looked After Children nearer to those of their peers

Identifying our schools' roles as corporate parents to promote and support the education of our Looked After Children. Asking the question "Would this be good enough for my child?"

In pursuit of this policy we will:

Designate a Nominated Teacher, the Head Teacher (Mrs A Caine) for Looked After Children who will act as their advocate and co-ordinate support for them

The nominated teacher will:

Maintain a register of all the Looked After Children which will include a record of:

1. The contact person in the Looked After Team
2. Status i.e., care order or accommodated
3. Type of Placement i.e., foster, respite, residential
4. Name of Social Worker, area office, telephone numbers
5. Daily contact and telephone numbers where appropriate i.e., name of young person, name of parents or carer or key worker in children's home
6. Shared Children Protection/disability information which could be shared, if appropriate
7. Their academic progress via the Raising Achievement Team
8. Baseline information and all test results
9. Named officers in the LEA with regard to exclusion issues, attendance issues and transition issues.

Ensure that there is a Personal Education Plan for each child to include appropriate targets. This must be compatible with the child's Social Care Plan and form part of any other school plan e.g., Statement, Transition Plan, Pastoral Support Programme (delegated to Inclusion Manager)

Ensure that someone attends Social Services Reviews on each child and/or always prepare a written report that promotes the continuity and stability of their education

Ensure that should a Looked After Child be identified at risk of exclusion then contact is made with the Looked After Children's Team to minimise this happening with their support

Ensure that they participate in joint training

Ensure that systems are in place to identify and prioritise which Looked After Children are underachieving and have early interventions to improve this. Contact must be made with the Looked After Team as soon as concerns are raised

Ensure that systems are in place to keep staff up to date and informed about Looked After Children

Ensure that Looked After Children are listened to and have access to support and counselling

Governors and staff will:

Work in partnership with parents and agencies

Support carers to value educational achievements and improve attendance

Celebrate the achievements of Looked After Children 2

Monitoring and Evaluation

The nominated teacher will prepare a yearly report for Governors on the achievements of Looked After Children. This will include, where appropriate, SATs results, assessment data, attendance figures, exclusion issues, changes in home placements, reviews and interventions to raise achievement

This should include intervention strategies such as study support, learning mentor support (if available), home school contracts, Pastoral Support Plans, referrals to Looked After Children, counselling support, etc.

The report should also include information about non-academic progress in extracurricular activities

The Governing Body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in the peer group

The school will also need to report on Looked After Children as part of the shared review

Next Review Date: September 2023