

Hanson School

Looked after Children Policy

September 2015

Prepared by (members of staff): <ul style="list-style-type: none">• D Watkin (Deputy Principal)	Date: May 2015
Approved by Governing Body Sub-Committee: <ul style="list-style-type: none">• Raj Unsworth (Vice IEB Chair)	Date: September 2015
Ratified by Full Governing Body:	Date: September 2015
Signed off by Chair of Governing Body:	Date:

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 children and give them access to every opportunity to achieve their potential and enjoy learning.
- To fulfil our school's role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

IN PURSUIT OF THIS POLICY WE WILL:

- Nominate a Designated Teacher for Looked After Children who will act as their advocate and co-ordinate support for them through the Progress Mentors.
- Nominate a School Governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

THE DESIGNATED TEACHER WILL:

- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
 - o Status, i.e. care order or accommodated;
 - o Type of placement, i.e. foster, respite, residential;
 - o Name of Social Worker, area office, telephone number;
 - o Daily contact and numbers e.g. name of parent or carer, or key worker in children's home;
 - o SEN Code of Practice and particular need where appropriate;
 - o Child Protection information when appropriate;
 - o Baseline information and all test results;
 - o Attendance figures;
 - o Exclusions.

Ensure that the Personal Education Plan for each child/young person, to include appropriate targets and above information is set and maintained by the designated Social Worker. This must be compatible with the child's/young person's Care Plan and where applicable, include any other school plan, e.g. Statement of Special Education Need/Education, Health and Care Plan (EHCP) and associated plans, Transition Plan, Pastoral Support Programme.

Ensure that someone attends Children's Services' Reviews on each child/young person and/or always delivers a verbal or written report which promotes the continuity and stability of their education.

Liaise with the Education Support Service for Looked After Children as required with regard to the performance, attendance and attainment of Looked After Children and liaise with the Data Team to ensure relevant data is transferred termly.

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Report on Looked After Children within the category of the 'disadvantaged group', as per the OFSTED framework.

Ensure that if/when the child transfers to another school, all relevant information is forwarded to the receiving school as a matter of priority.

Ensure that systems are in place to identify and prioritised when Looked After Children are underachieving and have early interventions to improve this, in line with existing school policy and lead the Progress Mentors in supporting looked after students in lessons.

Ensure that systems are in place to keep staff up to date and informed about Looked After Children, where and when appropriate.

Ensure that 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 implications for the school in respect of Looked After Children.

Report to the Governing Body annually on the performance of the Looked After Children who are on the roll of the school.

ALL GOVERNORS AND STAFF WILL BE RELENTLESS IN THEIR STATUTORY DUTY TO PROMOTE THE EDUCATIONAL ACHIEVEMENT OF LOOKED AFTER CHILDREN.