



Adderley Primary School Looked After Children Policy

2023-2024

Agreed by:	Governing Body	
Review date:	September 2024	

Introduction

“An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils’ varied life experiences and needs.”

The above quote is taken from ‘Evaluating Educational Inclusion – Guidance for Inspectors and Schools’ (DfES 2000) and forms the rationale for this policy.

We are also aware that Looked After Children constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatization.

Aim

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

Objectives

Looked After Children in this school will:

- receive an appropriate level of monitoring and support.
- have access to the full range of educational and extra-curricular opportunities.

Teachers and other staff in this school will:

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
- plan for and meet the individual needs of Looked After Children

The Looked After DSL and Senior Management will:

- Identify, arrange and/or deliver training to staff to enable the above to take place
- ensure the development of effective and inclusive strategies to address the needs of Looked After Children
- Ensure the smooth transfer of information within school and between school, carers and other agencies

Induction

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place

An Induction day is set, both the career and Looked After Child are invited to the School. Policies and Procedures are shared as well as the relevant information shared with them. A tour is given to the child and carer and he/she is introduced to their Class teacher and form.

Class teachers allocate trays, pegs and the relevant areas of work within the classroom.

Pastoral Support

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place:

- Adderley Primary School have brought in Relate counselling Service for all children, and LAC children are specifically targeted and the support is made available for the child. DfE laptops are loaned to the child if necessary. School uniform may be purchased onsite. Contact with the named social worker is always made to ensure that there is a smooth transition for the LAC child to ensure that the relevant support is put in place.
- Mentoring is offered and the child is observed and supported in his/her social and emotional wellbeing.
- PSHEC Curriculum is covered regarding different and diverse families. Class circle times are held to ensure that the LAC does not feel stigmatized and has a sense of belonging.

Information

- The Looked After Co-ordinator will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan if in place. If there is no current PEP, the Looked After Co-ordinator will liaise with the Social Worker to ensure this is part of the initial meeting in school.
- Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Looked After Child's social worker and previous school setting regarding strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by the School DSL.
- All information regarding the LAC is recorded on the School system of Impero EdAware and PEP.
- All PEP are attended and the relevant information shared with the social worker, foster carer and virtual school Co-ordinator.
- The LAC child has his/her PEP meeting and shares and contributes their achievements, hopes and future aspirations as well as any concerns. The LAC child has the opportunity to share their targets and raise any concerns they may have.
- Parent Afternoons are held every term and the LAC child's academic and emotional progress and well being is shared with the foster carer. Feedback is given to the social worker and to the Virtual School Co-ordinator at the next PEP meeting.
- The Looked After DSL will talk to the child about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives to work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the child.

Information about the academic attainment of all Looked After Children in school will be collected as follows:

- Targets are regularly reviewed with the class teacher and new targets are set.
- Half termly assessments are carried out and the results are recorded on the School's record system – Educator.
- PEP is regularly updated regarding all achievements.

- This information will be analysed by (*normally the Looked After DSL*) to measure the attainment of Looked After Children against the school population as a whole. Class teachers will monitor this and address any misconceptions to close the gaps.
- Information about the attendance of Looked After Children will be collected as follows:
Weekly by Virtual School.
- This information will be analysed by the School Attendance Officer and Virtual School to identify individuals or groups of Looked After Children whose attendance is poor so early intervention can take place. This will be tracked through the Local Authority Fast Track process.
- Information about the behaviour of Looked After Children will be collected as follows:
The School's Positive Pupil Behaviour Policy and recorded on the School's Edaware system. All behaviour concerns are shared with the Foster carer, social worker and any other agency working with the child/ren such as Relate Counselling
- This information will be analysed by The Looked After DSL to identify individuals or groups of Looked After Children who are at increased risk of exclusion so early intervention can take place.

Strategies

Curriculum

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- DSLs will ensure that the appropriate interventions and support is put in place in liaison with the social worker.
- The Pastoral Team will identify barriers to learning and provide academic mentoring.
- Counselling will be discussed with the social worker, carer and child.

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and compared to previous results. If progress is not as could be expected the School will put the relevant support and interventions in place to ensure that progress is made, this will then be tracked and monitored.

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history, may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

Attendance

If a Looked After Child is identified as having poor attendance or punctuality

- The Social Worker and carers will be contacted by the School DSLs to gain their support and collect any relevant information
- We will continue to work with the Local Authority who will be involved fully in planning and delivering strategies to improve attendance.
- Attendance is celebrated weekly in Achievement Assemblies. Winning classes and pupils earn extra play. There are also end of term prizes as an incentive to ensure 100% attendance as well as a cinema treat and end of year free trip.

Behaviour

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage:

- The Social Worker and carers will be contacted by Looked After DSL as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child.
- The School will follow the policies and procedures set out in the Positive Pupil Behaviour Policy.
- Achievements will be celebrated in weekly assemblies.
- Relevant Pastoral support will be put into place such as Relate counselling will be offered and Cognitive Behaviour Programmes will be put into place.
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, COBS (City of Birmingham Behaviour Support Services).
- We recognise that Looked After Children as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements. To reduce the likelihood of this occurring the School will ensure that all avenues of support available are thoroughly explored and the appropriate support is put in place.

Homework

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. The following strategies are in place to help Looked After Children complete homework tasks as set for their peers.

- The child/ren are loaned a DfE laptop if required to complete homework.
- Class teacher monitors and offers support.
- Homework is given out on Thursdays to allow children the opportunity to ask for help on Fridays.
- Class teacher will support any request for help and pre-tutor the child/ren to ensure that there is independent learning and consolidation at home. Homework is marked and monitored weekly and any misconceptions are addressed.

Extra-Curricular Activities

Looked After Children are prioritised and offered allocated spaces on all After School Extra-Curricular activities.

Liaison with Outside Agencies

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Looked After DSL will devise and implement effective strategies and procedures for:

- Accessing additional support, funding or use of funded initiatives
- Liaising with Social Workers to ensure all Looked After Children have a Personal Education Plan
- Participation in and co-ordination of Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with Statements of SEND will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

Roles and Responsibilities

The Looked After DSL is Rizvana Darr

The role of the Looked After DSL is of central importance in enabling Looked After Children to achieve their full potential in school. For this reason, the person appointed will:

- Attend training sessions organised by the LA
- Cascade this training to school staff
- Arrange and/or deliver training to all staff including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome
- Liaise with the SPOC and DSLs responsible for monitoring children on the Child Protection Register
- Work closely with Social Workers and Birmingham Virtual Schools to ensure that Education Plans will inform Care Plans
- Attend PEP Meetings.
- DSL will ensure that the child/ren contribute to their PEP plans and are aware of targets set and how to achieve them.

The Head Teacher and Senior Management

The responsibility for the educational and personal well-being of Looked After Children rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Management Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Looked After DSL, are enabled to carry them out.

The named Governor with special responsibility for Looked After Children is Zahreen Asghar.

The named governor will report to the Governing Body on an annual basis:

- The number of Looked After pupils in the school
- A comparison of test scores for Looked After Children as a group, compared to those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- Pupil destinations

The named governor must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to:

- The National Curriculum
- Public examinations *
- Statutory assessments
- Careers guidance
- Additional educational support
- Appropriate pastoral support
- Extra-curricular activities

Evaluation

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body.