

# **JOHN SPENDLUFFE TECHNOLOGY COLLEGE**



## **LOOKED AFTER CHILDREN POLICY**

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1. As Governors and teachers of John Spendluffe Technology College we aim to:
  - **make a real difference in helping to provide the best possible education for looked after children as much as any other.**
  - **seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place.**
  - **be fully inclusive and we will challenge negative views and stereotypes.**
  - **offer support to and work with their foster carers on how to assist the young persons learning and enhance educational opportunities.**
2. We will support the Government's agenda for giving all looked after children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society, and achieve economic well being.
3. The Children Act 2004 and the statutory guidance Promoting the Educational Achievement of Looked After Children 2015, (updated 2018) place duty on us to work together to promote the educational achievement of looked after children. We recognise that schools and teachers are at the very heart of this process so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable group. We are highly ambitious for these young people, knowing that securing the best possible progress for them will greatly enhance their life chances.
4. We recognise our responsibilities as governors and teachers and we actively want to support the local authority in undertaking its statutory responsibility, under section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.
5. As school Governors we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of looked after children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.
6. As a governing body we have a monitoring procedure where we will look closely at the progress that looked after children are making in our school and identify if there are barriers to their next steps of emotional well-being, learning and progress.
7. We have an annual reporting cycle on the progress and performance of looked after children, presented to the full governing body as a standing agenda item each academic year.
8. As a governing body we will require our Designated Lead for Looked After Children to carry out the specific duties below in relation to the looked after children attending this school.
9. We will endeavour to recognise any previously looked after child and register them accordingly with the annual January census as specified in DfE guidance allowing the allocation of Pupil Premium Plus funding to school.

10. We will require our appointed Designated Lead professional for LAC to undertake the recommendations set down in the statutory guidance entitled: “The designated teacher for Looked after and previously looked after children” Statutory guidelines on their roles and responsibilities Feb 2018.

In this context the Designated staff member will:

- Become the central point of contact at this school for all professionals and agencies working with and supporting the individual looked after children we have on roll.
- Take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child’s Personal Education Plan or Electronic Personal Education Plan. The PEP should be established within a 20-school working day period for any looked after child starting on roll. This to include the gradual addition and updating of further information over time e.g. attendance, attainment and progress results including results of emotional well-being via Strength and Difficulties Questionnaires (SDQ’s).
- Attend relevant update training and cascade information for staff development as well as updating regarding looked after children
- Ensure that personal information is handled carefully and sensitively and that the child’s wishes and preferences are taken into account
- Establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews
- Provide support and sanctuary to help settle a looked after child into the school, and at other times; ensure the looked after child feels safe, knows who to trust and who to go to if they feel the need for support
- Ensure the transfer of records if a looked after child moves school
- Provide written information to assist planning, reviews and reporting as required
- Seek and prioritise meetings with and referrals to appropriate external agencies in situations that require external support.
- Plan, use and apply for additional pupil premium funding from the relevant LAC county responsible.
- Measure outcomes from resources bought with pupil premium money and feedback to SLT, governors and LAC authorities.

11. In addition we will require our school Teaching and Support Staff to assist in the implementation and support of this policy for looked after children by requiring all to:

- Ensure the appropriate sensitivities and confidentiality are maintained
- Be familiar with and respond appropriately to requests for progress and/or attainment information in order to compile the PEP and other documentation necessary for reviews
- Respond positively to any request by a child to be the person they want to talk with
- Ensure that no child in care becomes a victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated.
- Positively promote the self esteem of looked after children
- Convey high aspirations for their educational and personal achievement.

- 12 As a Governing Body we will endeavour to raise expectations for achievement of looked after children and encourage them to do well by combining high expectation and standards with inclusion.
13. We will consider and set appropriately challenging targets and in so doing facilitate the appropriate resources in order to support the child to reach those targets.
  - a. We will monitor and evaluate the impact of our school provision, teaching and learning and support for looked after children. The annual reporting cycle will be introduced which informs on the following key aspects of provision:
    - i. The number of looked after children on roll
    - ii. Attendance statistics
    - iii. Exclusion statistics
    - iv. How they are performing, their progress and any value added measure when compared against initial baseline assessment
    - v. The monitoring of them taking part in extra curricular activities
    - vi. The provision arrangements for additional support identified to include 1:1 tuition at school and any externally added booster work provided in the care home
    - vii. The quality and updating of the educational targets recorded in the PEP.
14. We are aware that the new OFSTED inspection framework will consider the provisions that we, as a whole school, have put in place to support looked after children. We understand that a judgement will be made within the OFSTED framework in terms of how far this school is able to support looked after young people. The formal report will include comments about the progress and support provided to these vulnerable young people.
15. At JSTC, the designated safeguarding lead liaises closely with the lead for looked after children. This group is extremely vulnerable, the most common reason for children becoming looked after is as a result of abuse and/or neglect and the school is aware of the need to monitor the welfare and ensure the support of children in this category.
16. The designated safeguarding lead has details of the of the legal status of each individual looked after child's care arrangements and what the contact arrangements are with birth parents or those with parental responsibility. They will also know the levels of authority delegated to the carer by the authority looking after him/her.
17. The designated LAC lead will work with the virtual school head and the child's social worker to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan and to ensure their safety and security.
18. As the majority of children looked after have special educational needs and/ or disabilities, our SENCO will be closely involved with the provision for this group.

The name of our appointed Designated Governor is: Mr D Radley

The name of our school's Designated Lead for looked After Children is: Ms T Jackson

Our SENCo, Mrs P Forman is the operational manager of LAC.

## **POLICY DOCUMENTS**

The following policy document was presented to the Governing Body of John Spendluffe Technology College and approved and adopted by them on the date stated.

Policy:           Looked After Policy

Signed as approved on behalf of the Governing Body

A handwritten signature in black ink, appearing to read 'S Curtis', is written over a horizontal line. The signature is slanted upwards to the right.

Mr S Curtis, Headteacher

Date: September 2022

To be reviewed: September 2023