



## **Policy For Supporting the achievement of Looked After Children and Previously Looked After Children at William Tyndale**

Our approach, at William Tyndale Primary School, to supporting the achievement of Looked-after Children and those children who have subsequently been adopted or subject to special guardianship (previously Looked-after Children) is based on the following principles:

- understanding the needs of each child that is looked-after or has been previously looked-after;
- listening to children;
- having high expectations
- planning for outstanding education;
- promoting inclusion through challenging and changing attitudes;
- promoting attendance and reducing exclusions;
- targeting support;
- achieving stability and continuity for all stakeholders;
- identifying the need for early intervention;
- promoting and supporting children's social, emotional, mental health and wellbeing; and
- working in partnership with the Virtual School Head, carers, social workers and other professionals.

*Under the Children's Act 1989, a child is looked after by a local authority if s/he is in their care or provided with accommodation for more than 24 hours by the authority. They include the following with accommodation for more than 24 hours by the authority:*

*Children who are accommodated by their local authority under a voluntary agreement with their parents (section 20)*

- i. Children who are subject of care order (section 31 (1) or an interim care order (section 38)*
- ii. Children who are subject of emergency protection orders for the protection of the child (section 44)*

*A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order, which includes arrangements relating to with whom the child is to live, or when the child is to live with any person or has been adopted from 'state care' outside England and Wales; and a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation, the sole or main purpose of which is to benefit society.*

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

Statutory guidance on the roles and responsibilities of the Designated Teacher for looked-after children and previously looked-after children was revised in February 2018. Statutory guidance from the Department for Education was issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008. This guidance is intended to ensure schools put in place policies, procedures and practice to support these children achieving well.

This means that William Tyndale Primary School's Governing Body and the Head Teacher, the Designated Teacher, will follow this guidance, promoting the educational attainment of looked-after and previously looked-after children. The Governing Body will hold the school to account as to how the guidance is implemented and how looked-after children and previously looked-after children are supported to achieve.

In William Tyndale Primary School the governing body is committed to recognising and taking account that children's early life experiences can affect well-being, behaviour and learning and that this is particularly the case for children who are or who have been in care. William Tyndale Primary School is committed to helping these children to achieve the highest standards they can. This includes developing aspirations to achieve in further and higher education. This will be measured by improvement in their achievements, well-being and the contribution they make to school in general.

We are committed to providing quality education for all pupils and will:

- ensure the Admissions Code (2014) where it relates to looked-after children and previously looked-after children is strictly adhered to;
- ensure a Designated Teacher for looked-after children and previously looked-after children is identified and enabled to carry out the responsibilities set out below and in accordance with the statutory guidance;
- ensure a Personal Education Plan for looked-after children is put in place, implemented and regularly reviewed in line with the local authority's guidance on Personal Education Plans;

- identify a governor who is prepared to take the lead as Designated Governor for looked-after children and previously looked-after children; and
- raise awareness and challenge negative stereotypes about looked-after children and previously looked-after children, in order to ensure that they achieve to the highest level possible.

*The Governing Body will:*

- monitor the progress of looked-after children and previously looked-after children (where they are identified) as part of their vulnerable group tracking;
- ensure that looked-after children and previously looked-after children are given top priority when applying for places in accordance with the School's Admission Code;
- work to prevent exclusions and reduce time out of school. This will be achieved by ensuring the school implements policies and procedures to ensure looked-after children and previously looked-after children achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them - exclusion will always be a last resort;
- ensure that the school has a suitably qualified Designated Teacher, currently the Head Teacher, and that the Designated Teacher is enabled to carry out the responsibilities as below;
- support and challenge the Head Teacher, who is the Designated Teacher, and other staff in ensuring that the needs of looked-after children and previously looked-after children are recognised and met;
- receive a report once a year, setting out:
  - the number of looked-after children and previously looked-after children on the school's roll;
  - their attendance and exclusions as a discrete group, compared to other pupils;
  - their end of year attainment, as a discrete group, compared to other pupils;
  - the destinations of pupils who leave the school;
  - how the role of the Designated Teacher is being carried out; and
  - any areas of concern or development.

The information for this report will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

## The Role of the Designated Teacher in William Tyndale Primary School

The statutory guidance (2018) says that the Designated Teacher must:

- be an “*appropriately qualified and experienced member of staff*”, who undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school’s roll;
- take lead responsibility for raising attainment of looked-after and previously looked-after children;
- undertake training that is appropriate to carrying out their role;
- have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children; and
- have appropriate seniority and skills to work with the school’s senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them.

*The Designated Teacher and the Pastoral Leader will:*

- act as the first point of contact for agencies and professionals outside of school on matters relating to looked-after children and previously looked-after children;
- ensure a welcome and smooth induction for the child and their carer. For looked-after children use the Personal Education Plan to plan for that transition in consultation with the child’s social worker, carer and Virtual School;
- ensure that a Personal Education Plan for looked-after children is completed with the child, the social worker, the foster carer, Virtual School and any other relevant people in line with Local Authority policy on Personal Education Plans;
- ensure that the focus of Personal Education Plan meetings is on securing appropriate progress and that the review clearly identifies needs, targets and the support necessary for the pupil to achieve. The Designated Teacher should ensure that information about the pupil’s needs, targets and effective interventions is shared sensitively and appropriately with staff so all staff understand how to effectively support these pupils;
- ensure that each looked-after child or previously looked-after child has an identified member of staff that they develop a trusting relationship with. This need not be the Designated Teacher but should be based on the child’s own wishes;
- track academic progress and target support appropriately;

- co-ordinate any support pupils need that is necessary within school;
- ensure confidentiality for individual pupils, sharing personal information sensitively, respectfully and on a need to know basis;
- encourage pupils to join in extra-curricular activities and out of school learning;
- work effectively with the Local Authority Virtual School Head and Virtual School, which recognises the statutory role of Virtual School Head and their importance in improving outcomes for looked-after children and previously looked-after children;
- act as an advisor and support to staff and Governors, raising their awareness of the needs of looked-after children and previously looked-after children;
- recognise the different arrangement for managing Pupil Premium Plus for the looked-after children and previously looked-after children;
- liaise with the Virtual School Head regarding the use of Pupil Premium Plus for looked-after children so there are effective decisions about how Pupil Premium Plus will support improving the child's educational outcomes;
- liaise with the school's SENDco as appropriate or necessary; and
- help raise previously looked-after children's parents' and guardians' awareness of the Pupil Premium Plus and play a key part in decisions on how the Pupil Premium Plus is used to support previously looked-after children.

The responsibilities of the Head Teacher are to:

- ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of looked-after children and previously looked-after children and act where progress, conduct or attendance is below expectations;
- ensure that appropriate and effective actions are taken to close any gaps in the attainment of looked-after children and previously looked-after children to enable outcomes in line with national expectations;
- report on the progress, attendance and conduct of looked-after children and previously looked-after children;
- ensure that school staff receive relevant training and are aware of their responsibilities under this policy and related guidance;
- ensure the speedy transfer of information between individuals, agencies and, if the pupil changes school, the new school;
- be pro-active in supporting transition and planning when moving to a new phase in education;

- actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy;
- ensure that Personal Education Plans, attendance and attainment data and other requested information are returned to the Local Authority Virtual School as requested; and
- be aware of all updates in the education and support of looked-after children and previously looked-after children and seek any necessary support and guidance from the local authority's Virtual School Head.

### **The responsibilities of all staff**

*All our staff will:*

- have high aspirations for the educational and personal achievement of looked-after children and previously looked-after children, as for all pupils;
- maintain looked-after children's and previously looked-after children's confidentiality and ensure they are supported sensitively;
- respond positively to a pupil's request as to who they want to be the named member of staff whom they can talk to when they feel it is necessary;
- understand the role of Designated Teacher and the requirements of the Statutory Duty
- respond promptly to the Designated Teacher's requests for information;
- be aware that a high proportion of looked-after children and previously looked-after children have experienced bullying so work to prevent bullying in line with the School's policy;and
- develop support and effective interventions for looked-after children and previously looked-after children school based on an understanding of the pupil experiences and needs.

This policy was ratified in November 2018