



FOUNDRY COLLEGE

LOOKED AFTER CHILDREN POLICY

Document Control Information

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4	15.06.2020	Reviewed. No amendments
5	30.09.2021	Reviewed. Updated guidance dates and added new logo
6	31.10.2022	Reviewed. LAC amended to CLA throughout the document
7	19.09.2023	Reviewed. Inclusion of Therapeutic Thinking

Responsibility	Nicky Rees
Committee	Teaching & Learning
Review Date	09/2024
Signed	

Who are our children looked-after?

Under the Children Act 2004 a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall in to four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20).
- Children who are the subjects of a care order (section 31) or interim care order (section 38).
- Children who are the subjects of emergency orders for their protection (sections 44 and 46).
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 2004 - they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's Home or in a residential school. All these groups are said to be 'Looked After Children'.

They may be looked after by our local authority or may be in the care of another authority but living in ours.

Foundry College is a Therapeutic Thinking setting committed to supporting the social and emotional well-being of pupils alongside providing quality education for all, based on equality of opportunity, access and outcomes. We recognise that, nationally, there is considerable educational underachievement of children looked-after (CLA), when compared with their peers. Attainment data for looked-after and previously children looked-after shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-children -looked after. Many looked-after and previously children looked-after have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning.

Foundry College and the Management Committee are committed to ensuring that the Designated Teacher for children looked-after and staff are enabled to carry out their responsibilities effectively. **This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of children looked after under section 52 of the Children Act 2004" (Nov 2005) and associated guidance on "Promoting the education of the children looked after" (Feb 2018).**

Role and responsibility of the Headteacher

The Headteacher will:

- appoint the Designated Teacher
- ensure that the Designated Teacher has received appropriate training
- oversee the development of the policy on children looked-after

Role and Responsibility of the Designated Teacher:

The Designated Teacher for Foundry College is Nicky Rees who will:

- promote the education of looked-after and previously children looked-after and a whole college culture where the personalised learning needs of every looked-after and child previously looked-after matters and their social, behavioural, emotional and academic needs are prioritised
- adopt responsibility for ensuring school staff understand the things which can affect how looked after and children previously looked after learn and achieve and how the whole college supports the educational achievement of these pupils. This means making sure that all staff:
 - have equally high expectations of looked-after and children previously looked-after's learning, compared with their peers, and set targets to accelerate educational progress
 - are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour
 - understand how important it is to see looked-after and children previously looked-after as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status
 - appreciate the central importance of the child looked-after's Personal Education Plan (PEP) in helping to create a shared understanding between teachers, carers, social workers and most importantly, the child's own understanding of how they are being supported
 - have the level of understanding they need of the role of social workers, Virtual School Headteachers and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
- have responsibility for the development, within 20 days of arriving. and implementation of children looked-after's PEP within school in partnership with others as necessary
- **As Designated Safeguarding Lead ensure that any safeguarding concerns regarding looked-after and children previously looked-after are quickly and effectively responded to**
- act as an advocate for children and young people in care in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances
- ensure a smooth and welcoming introduction for the child / young person and carers (and parents where possible). Note any special requirements, including care status
- ensure confidentiality for individual children / young people and only share information on a need to know basis
- ensure that each child looked-after has an identified member of staff that they can talk to
- maintain an up to date record of all children looked-after who are on the school roll
- This will include:
 - Status i.e. care order or accommodated
 - Type of Placement ie foster, respite, residential
 - Name of Social Worker, area office, telephone number
 - Daily contact and numbers eg name of parent or carer or key worker in children's home
 - SEND Code of Practice
 - Child Protection information when appropriate

- Baseline information and all test results
 - Attendance figures
 - Exclusions
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- ensure that if / when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority
 - ensure that the College is kept up to date with current legislation and any implication for the College in respect of children looked-after
 - report to the Management Committee annually on the performance of the children looked-after who are on the roll of the college

Roles and responsibilities of all staff

All staff should, in line with point 2 above:

- as with all children / young people, have high aspirations and celebrate the educational and personal achievement of children looked-after
- positively promote the raising of children looked-after's self-esteem
- be familiar with the Guidance on children looked-after and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- liaise with the Designated Teacher where a child / young person looked-after is experiencing difficulty

Roles and responsibilities of the Management Committee

The Management Committee should ensure that:

- the College has a coherent policy for children looked-after
- the Designated Teacher has received appropriate training
- children /young people looked-after have equal access to all areas of the curriculum
- they receive an annual report giving an overview of the number of children looked-after, their provision, interventions, attendance, progress and achievements.