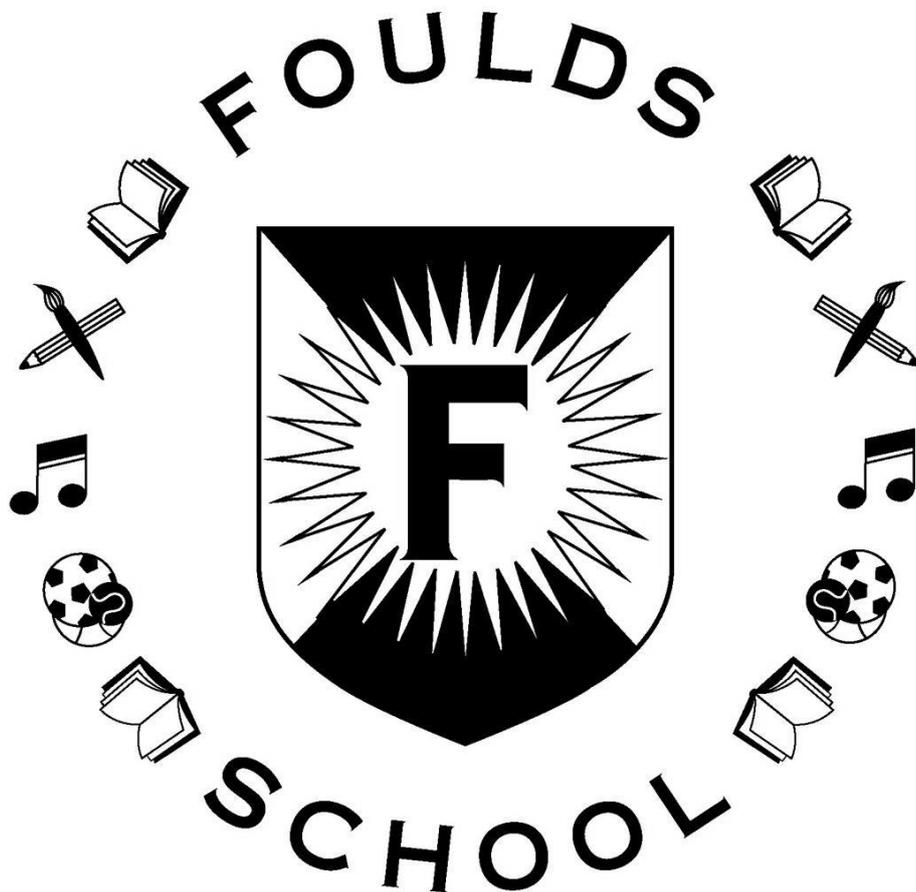


# FOULDS PRIMARY SCHOOL



## **Policy for Looked After Children**

Updated: Autumn 2018  
Next update: Autumn 2021

The term “looked after” was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child’s welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis

Barnet LA recognises the need for good corporate parenting in order to realise its educational principles and improve the life chances of its Children In Care (CIC).

In line with Barnet’s Children’s Service, Foulds School supports the LA’s commitment towards securing a first class education service and promote inclusion and equality for our Children In Care.

### **1. We recognise that all Children In Care:**

- nationally experience educational underachievement.
- deserve the same life chances as any other child – to be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being.
- need good corporate parenting in order to realise their potential and improve their life chances

We are committed to ensuring improved educational life chances for Children In Care and to delivering a quality first education. This policy sets our views regarding our work, involvement with other agencies and monitoring and review arrangements.

### **2. As a school we will ensure that:**

- Our Designated Teacher, Governor and Local Authority Services with special responsibility for Children In Care work together to promote the educational achievement and welfare of Children In Care in our school. The Headteacher will provide information to staff about the roles and responsibility of these two positions.
- Staff are aware of the learning, social and emotional impact on children of being looked after, the DCSF statutory Guidance and the duty on Local Authorities to promote the education of Children In Care.
- At all times we will maintain a holistic view, involve the child and take account of their view in issues that affect their education, good behaviour and a positive self image.
- We monitor the progress of our students who are in care in order that key problems, challenges and successes are evident and used to inform school planning, development and interventions.
- We work jointly with Barnet’s agencies to support and enable Children In Care to access a broad and balanced curriculum to suit their individual needs and out of school hours learning whenever relevant as we recognise the positive impact this has on their self-esteem and learning.

- We foster and encourage good partnerships and working relationships with parents/carers, social workers, health workers and other professionals in order to secure a successful schooling experience.
- We participate in discussion, decision making, LAC reviews, PEP planning and in reviewing the progress of our children in care, ensuring that a regular attendance is maintained and that the recommendations of the Children Act 2004 and the current guidance stipulated by the DFE are followed.
- We share and transfer information and data speedily to relevant agencies, individuals and secondary schools.
- We develop our knowledge and attend training related to the needs of Children In Care and work closely with Barnet's Corporate Parenting Team who are responsible for monitoring the educational and health outcomes of Children In Care.
- We will ensure that allocated pupil premium funding is spent to achieve child-centred targets set. (See Pupil Premium Policy)

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen... [who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

It is strongly recommended that this person should be a member of the Senior Leadership Team.

### **3. Our Designated Teacher will:**

- Ensure a welcome and smooth induction for the child and their carer in consultation with the child's social worker.
- Ensure that a Personal Education Plan (PEP) is completed with the child, the social worker, the foster carer and any other relevant people before the PEP reviews.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.

- Make decisions on how pupil premium funding will be spent to help the child to achieve their targets.
- Promote inclusion in all areas of school life.
- Ensure that attendance is monitored

### **Key Persons and Agencies**

Name of our Designated Teacher responsible for Children In Care

Mrs Tasleem Kanji – Inclusion Leader/SENCo

The Looked After Child Register and Information file is available from the Head Teacher's office.

Name of our School Governor with special responsibility for Children In Care: Nivi Briffa

Barnet's Corporate Parenting Team: Barnet House, Tel: 0208 359 4527

Policy Prepared by K Sanett: Autumn 2018  
Date of Policy Review: Autumn 2021