

Looking After Children Policy

Ormiston Meridian Academy

Ormiston Academies Trust

Revision level	Revision date	Description of changes	
Prepared: <i>Signature</i>	Approved: <i>Signature</i>	Released: <i>Signature</i>	

Electronic copies valid without signature

Ormiston Meridian Academy

Ormiston Academies Trust

Looking After Children Policy

Policy Version Control

Policy type	Statutory Policy
Policy prepared by (name and department)	G Jones, A Berrisford, G Davies
Last review date	November 2017
Description of changes	N/A
Date of Board of Trustees approval	TBC
Date released	TBC
Next review date	July 2018

Aim

To ensure that children in our care, through their education, enjoy and achieve, are healthy, stay safe, make a positive contribution and achieve economic wellbeing.

Our Principles

We are all corporate parents, either legally or because we are in loco parentis. As corporate parents we accept that we have to be challenged by the question 'is this good enough for my child?'

We are committed to working together to ensure that the education of children in our care enables them to achieve our overall aim. We will overcome differences between professionals and be child and solution focused.

Our young people will have timely access to education that meets their needs. No child will be without an appropriate education place because of problems with finding suitable placements, funding or admissions processes.

Our young people will not miss or be excluded from education: we will always work together to find solutions and alternatives for individual cases and strategically. Our young people will feel safe in academy and our aspiration is that they will also enjoy learning. A child who does not feel safe or enjoy learning will not learn; how children feel about their academy is important to us: we will listen and respond.

To whom does the policy apply?

Any individual or organization providing or supporting the education of children in care.

In Pursuit Of This Aim We Will Do The Following:

Designated Teachers

Mr. G Jones –Principal & Director of Safeguarding

Mrs. A Berrisford – Director of Inclusion

Nominate a member of the SLT as designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them as per statutory guidance 'The role and responsibilities of the designated teacher for looked after children'

<http://www.education.gov.uk/publications/eOrderingDownload/01046-2009BKTEN.pdf>

If other parts of this role are delegated, clarify which parts and to whom, for all those who are involved with the child.

The Designated Teacher will:

- Know all the children in care in their academy

- Have sufficient up to date knowledge and training in the education, care and health [physical and psychological] needs of children in care in academy to be able to respond helpfully and proactively to these needs, support and challenge staff and seek support and advice from professionals when they reach the limits of their professional knowledge.
- Ensure the outcomes for CiC are tracked, monitored and appropriate interventions are put in place and included in the PEP
- Promote a culture of high expectations and aspirations for the achievement of children in care
- Make sure the young person's voice is heard and responded to
- Make sure that looked after children are prioritized in support arrangements and that carers understand the importance of supporting learning at home
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the academy, ensuring that all children in care have an up to date high quality personal education plan with multi agency support for SMART targets which will enable the child achieve their potential.
- Work closely with other agencies, sharing information as appropriate.
- Ensure that there are well supported plans for transitions including for a pathway into education, training and employment Post 16.
- Attend training
- Keep governors and SLT up to date with the needs, issues and outcomes for children in care

Governors

Nominate a academy governor who will:

- Ensure that the needs of Looked After Children in the academy are taken into account at a academy management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.
- Ensure that the needs and outcomes of Looked After Children are incorporated in all policy decisions wherever relevant
- Ensure the academy's work with Looked After Children is reviewed at least annually by the SLT and governing body, using the governors report proforma
- Attend training

Cf Appendix 2

Senior Leadership Team

- Listen to and take account of the views of CiC
- Review regularly provision and outcomes for CiC
- Follow guidance/statutory guidance on admissions, exclusions etc
- Prioritise CiC in resource decisions and ensure that resources directly targeted at CiC [Pupil Premium, money for special needs] are used directly for them.
- Work with, support and challenge wider partnerships in providing the best possible educational provision and support for children in care in Stoke on Trent.
- Ensure CiC have access to the best of what the academy has to offer and that barriers to do with being in care which might make this difficult are overcome
- Promote multi agency working and a solution focused child centered approach
- Ensure the outcomes for CiC are tracked, monitored and appropriate interventions are put in place and included in the PEP

Virtual School

- Direct support for our children and young people in care
- Support and leadership to schools, LA services and other agencies to ensure that children in our care access high quality learning and support, which meets their needs in a timely way and leads them onto a long term education, training and employment pathway
- Strategic leadership to ensure there are high aspirations for children in care's education and the right provision, and policies and protocols are in place to support them
- Training on education issues for all those who work with children in care
- Specialist support to schools, for example with multi agency working, personal education planning, preventing exclusion and promoting inclusion
- Support and advice to social workers, foster carers and placement support
- Advice to other local authorities whose children in care are living in Stoke on Trent
- Data, analysis of outcomes for children in care
- Management of PEA and Pupil Premium

Dealing with key challenges

Admissions

We will act in accordance with the law and admissions codes as they apply to maintained schools, giving timely access to a place at school.

Work with the local authority and other authorities to plan for admissions, by ensuring that a 'pre admission professionals [and if appropriate PEP] meeting' is held and that support arrangements are in place.

Ensure the PEP is reviewed within 28 days of admission.

Access to appropriate curriculum

Children in care will have access to the best curriculum that we can offer. We will work proactively with others to ensure that the curriculum is developed to meet needs.

Children in care will have access to the best curriculum that we can offer. We will work proactively with others to ensure that the curriculum is developed to meet needs.

Access to support for children with Special Educational Needs

We will work proactively to ensure children's needs are assessed early and their needs met.

Where this involves support or assessment from other agencies the designated teacher or person nominated by them will take the lead in ensuring that this is in place.

We expect, direct, clear, timely advice from professionals, including attendance at meetings.

Preventing exclusion

The Virtual School will be informed of fixed term exclusions via information to Capita One or Welfare Call or similar system.

The academy will work with other agencies [including foster carer, social worker, psychology services and Virtual School] on prevention strategies. The academy will seek, accept and be provided with support in a timely manner according to the availability of resources [including from the Virtual School] if a pattern of exclusion is developing.

Funding and resources already in the academy's budget to prevent exclusion [e.g. Pupil Premium, Pupil Retention Grant] will be used for this purpose.

Our aim is to never exclude a child in care:

Permanent exclusions will only occur when all other options have been exhausted or because of a one off extreme incident.

Where a permanent exclusion can be anticipated because of a developing pattern of behavior, alternatives will be found before this occurs.

If there is a permanent exclusion or managed transfer, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement.

** see additions below*

Communication and Sharing information

We will share attendance, exclusion, target setting, achievement data and plans.

We will respond to requests marked urgent within 24 hours and within an hour in emergencies.

In other cases we will adhere to statutory or agreed timescales.

Multi agency working

We will work proactively with other agencies to meet the needs of children in care and will contribute to the development of these services through training.

Supporting transitions

The designated teacher from the next education placement will be invited to the professionals and PEP meetings in the current placement. The designated teacher in the current placement will attend professionals and PEP meetings in the new placement as requested and appropriate with other professionals as required.

Working with other LAs

We will expect other LAs to provide the same support for their children in care in our academies, as we do for our children, including planning, funding and support.

Measurable outcomes and method for review

The policy, its operation and strategic implications will be reviewed annually by:

- Designated teachers via the Autumn Term network meetings
- VH and Heads steering group

Against the following criteria:

- Achievement
- Improvement in EET
- Attendance

- Fixed and permanent exclusion
- Timely access to appropriate provision – includes admissions
- Improving multi agency working - key statistic PEP completion and quality

Agreement

ORMISTON MERIDIAN ACADEMY and Stoke-on-Trent City Council will work in partnership as Corporate Parents to safeguard and promote the education of Looked After Children.

Signed

Headteacher

Head of the Virtual School

Lead for children in care specialist services

Additions

Statements from the agencies below to indicate how they support the aim.

- SEN
- Admissions
- IYSS/Localities
- Connexions
- Drug and alcohol
- Teenage pregnancy
- EWOs
- YOS

Vulnerable Children's Panel and Process

In order to secure admissions, promote inclusion and prevent exclusion a vulnerable children's placements panel is needed:

To put this in place the following need to be established:

- Analysis of need

- System of graduated response agreed with all partners
- Provision map/commissioning to ensure sufficient, appropriate, quality assured provision
- Identify sources of financial resources
- Criteria and referral process
- Panel membership
- Relationship of this panel to other panels [care, health, SEN]

Appendix 1

Best practice – to include in the policy

Put the child at the centre

Transport – flexible enough to get to academy on time and support after academy activities

A ‘start and end of the day’ procedure for all vulnerable young people: including:

- a preacademy and post academy handover – in person or by phone
- somewhere safe and welcoming to go
- a key person

Behavior management

- based on authoritative understanding of the issues behind the behavior established by consultation with those who know the child – foster carer, parent,
- child, psychologist
- get support for the team from a psychologist
- share strategies planned with foster carer, parent, child with all staff, so the child gets a consistent approach
- do praise in a way that works for the child
- don’t judge but do notice e.g. not ‘your behavior is good’ [your approval threatens your potential disapproval] but ‘you got your work out straight away and did three pages’ – the child knows what they did and learns.

Effective communication

- one key person co-ordinates meetings

- involve the foster carer, parent, child
- don't assume you know everyone who may be involved with the child or who might help
- involve Connexions from Y9.
- put the plan in the PEP

Transitions

Plan with social worker, foster carer, parent, child for any education or care change

Invite **the designated teacher from the next education placement**

Put the plan in the PEP.

Appendix 2 Designated Teacher Statutory Guidance 2009 – Executive summary

Executive summary

This executive summary is an 'aide memoir' of responsibilities of governing bodies and designated teachers appointed by them to promote the educational achievement of looked after children. It should not be read as a substitute for the full guidance which should be fully understood by all governing bodies and designated teachers.

1. Statutory framework

From 1 September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 (the 2008 Act) to appoint a designated teacher to promote the educational achievement of looked after children who are on the academy roll.

2. The role of the governing body

- The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).
- As a minimum governors must consider an annual report from the designated teacher which contains the information described in section 2.10 of this guidance
- The governing body and academy leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximize the impact of the role.

3. The role of the designated teacher within the academy

- The designated teacher should have lead responsibility for helping academy staff understand the things which affect how looked after children learn and achieve.

- The designated teacher should:
 - ✓ promote a culture of high expectations and aspirations for how looked after children learn
 - ✓ make sure the young person has a voice in setting learning targets
 - ✓ be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
 - ✓ make sure that looked after children are prioritized in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
 - ✓ have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the academy.

4. The role of the designated teacher in developing the personal education plan (PEP)

- All looked after children must have a PEP as part of their overall care plan. The PEP should be sent to the designated teacher when the child becomes looked after or joins the academy.
- The PEP is a shared document which includes the information that everyone needs to help their conversations, planning and the delivery of strategies required to make sure the child gets the support and provision needed to succeed.
- The designated teacher leads on how the PEP is used as a tool in academy to make sure the child's progress towards education targets is monitored. S/he makes sure that it is updated and available in time for the local authority review of the child's wider care plan. For each statutory review of the care plan the PEP must include: any new information about progress towards education targets since the last PEP review information about what has not been taken forward.
- The designated teacher has a key role in helping looked after children make a smooth transition to their new academy or college, including making sure there are effective arrangements in place for the speedy transfer of information.

5. The relationship of the designated teacher to others beyond the academy

- The designated teacher has a key role in making sure there is a central point of initial contact within the academy who can manage the process of how the academy engages with others (e.g. social workers, virtual school heads), works in a joined up way and minimizes disruption to the child's education.

- The designated teacher should make sure that:
 - ✓ there is an agreed process in place for how the academy works with others in focusing on how everyone contributes to promoting the child's educational achievement;
 - ✓ academy policies (e.g. around Home School Agreements) are communicated to social workers and carers;
 - ✓ the academy does everything possible to maximize educational stability for the child, especially by finding ways of sharing information through the PEP and in providing advice to the local authority about the impact of disrupting education.

The full guidance it can be downloaded from:

<http://www.education.gov.uk/publications/eOrderingDownload/01046-2009BKTEN.pdf>

Appendix 2 Governors - Standard Annual Report

Name of Academy:

Annual Report to Governing Body on Children In Care – Date:

This report is for the period **to**

N.B.1 Details of this information are confidential – names and specific circumstances cannot be discussed

NB 2 This report fulfils part of the requirements of governors to support the education after looked after children and the role of the designated teacher for children in care [cf DCSF 2009 The role and responsibilities of the designated teacher for looked after children]. Extracts from this statutory guidance appear below and are referred to in the report by numbers in brackets

Author:

Name of Designated teacher for Children In Care: Mr. Gareth Jones/ Mrs. Ann Berrisford

Name of Nominated Governor:

What is the position of the designated teacher within the academy's structure?

Who else supports the designated teacher?

What time and resources support these roles?

What training has been undertaken and by whom? What training has been provided for staff?

How many children in care attend the academy and in what year groups?

How many are from authorities other than Stoke on Trent?

How many children in care have special needs at academy action, academy action plus or are statemented? How are these needs being met?

How many children in care are on the Gifted and Talented and widening participation registers? How are these needs being met?

Are there workload issues arising as a result of the number and needs of looked after children on roll at the academy and the number of local authorities which are involved?

How many children in care have up to date high quality PEPs?

Who reviews and keeps the child's PEP up to date?

Who updates academy records with current addresses of carers, birth parents, social worker etc.?

Are PEPs transferred promptly if a child in care changes academy?

Are there any or planning issues arising from personal education plans (PEPs)? E.g. response from other agencies or Las

What are the results for children in care in end of key stage? Assessments and public examinations?

How much progress have children in care made compared with their targets [e.g. FFTD predictions] and their peer group?

What is the pattern of attendance of children in care?

Have any children in care had fixed or permanent exclusions? How does this compare with all children?

Was education provided on the first day of any exclusion? What was done to prevent exclusion and support reintegration?

How are the teaching and learning needs of looked after children reflected in academy development plans and how are they being met in relation to interventions and resources [e.g. one to one support]?

What collaboration has there been with other agencies and services, e.g. social workers, health professionals, CAMHS/Yellowhouse, Education Welfare Service?

Has appropriate support been provided by the virtual school head or their equivalents in other local authorities?

Are academy policies e.g. on charging for educational visits and extended academy activities working for children in care?

Have safeguards been put in place for sharing sensitive information about children in care with relevant staff members?