



St Clement and St James  
CE Primary School

Looked After Children Policy  
2017

## Introduction

### Our vision

*St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.*

Our children are:

- Confident and happy
- Respectful
- Friendly, kind and helpful
- Honest and trustworthy
- Enthusiastic
- Creative

This policy has been developed with due regard to the DfE Statutory Guidance for school governing bodies entitled 'The role and responsibilities of the designated teacher for looked after children' (2009) and Promoting the Education of Looked After Children (statutory guidance for local authorities, 2014).

*Our values help us show and grow faith, hope and love as the centre of our school. We have a particular emphasis on love as the root of the values we have chosen for our school. When we say love, we mean the definition in 1 Corinthians 13:4-8. Our values are:*

- *Compassion*
- *Creativity*
- *Excellence*
- *Forgiveness*
- *Friendship*
- *Thankfulness*

This policy links with a number of other school policies, including the Behaviour Policy, Anti-bullying Policy, Equal Opportunities Policy, Safeguarding and Child Protection Policy and Special Educational Needs and Disabilities Policy. The school pays due regard to the need of Looked After Children when reviewing these policies.

## Aim

The overarching aim of this policy is to promote educational inclusion for Looked After Children (LAC), to enable them to access the full range of educational opportunities available to them and to reach their potential, academically and personally, despite any disadvantage they have

encountered or continue to encounter in their lives. LAC are prioritised in our Admissions Policy.

## Roles and responsibilities

### **The role of the Governing Body**

- To ensure the appointment of a suitably qualified Designated Teacher (DT) to promote the educational achievement of LAC
- To ensure the DT undertakes appropriate training
- To review an annual report from the DT
- To receive and act on matters raised in the report in order to support the increased effectiveness of the DT role
- To identify a named governor who will liaise with the DT to ensure the implementation of this policy
- To consider the needs of LAC when reviewing all school policies and procedures
- To review this policy annually

### **The role of the named governor**

- To ensure that the school's policies and procedures ensure that LAC have equal access to the EYFS Curriculum and National Curriculum, statutory assessments, additional educational support, appropriate pastoral support and extra-curricular activities.

### **The role of the Designated Teacher (DT)**

- To maintain up to date records of LAC on roll at the school
- To promote a culture of high expectations and aspirations
- To keep an overview of the academic progress and needs of each LAC pupil and to challenge adults where necessary
- To ensure the young person has a voice in setting learning targets and making decisions about their education
- To ensure any LAC new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning, to inform planning and teaching.
- To advocate on behalf of LAC
- To prioritise LAC for one to one tuition and other whole school initiatives
- To ensure LAC have access to the full range of educational and extra-curricular opportunities offered by the school
- To assist foster carers in supporting learning at home
- To keep abreast of national and local policies and initiatives aimed at supporting the education of LAC
- To attend DT training

- To be the point of contact for all agencies requesting information about the child, and to promote joined up working where more than one agency is involved
- To ensure that key school documents and reports are communicated to social workers, the Virtual School, birth parents and carers and within school as appropriate
- To promote the differentiation of the curriculum and teaching strategies for LAC
- To lead on the development and implementation of the Personal Education Plan (PEP) in school, and to ensure that information is shared through the PEP and other professional meetings
- To monitor progress against the targets on the PEP and extend these targets once they have been achieved.
- To identify, arrange and/or deliver training for staff regarding LAC issues as necessary
- To ensure that the school does everything possible to maximise the educational stability for the child
- To report to governors at least annually on the progress and attendance of LAC. The report will also include exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented, how the DT works in partnership with the local authority and any training undertaken for carrying out the role effectively. No names are included to maintain confidentiality.

At St Clement and St James, the Designated Teacher is currently the Headteacher.

### **The roles of other staff**

- Class teachers will regularly liaise with the DT regarding issues for LAC and provide targets and assessment information for the PEP; and will plan for an meet the individual needs of LAC within their classes.
- Subject leaders and SLT track and monitor the attainment of LAC, along with other vulnerable groups, and suggest interventions and support where appropriate
- Teachers and teaching assistants will seek advice and support from the DT as necessary
- All staff will attend appropriate training regarding LAC issues as required
- All staff promote and act on the inclusive and welcoming ethos of our school to ensure pastoral care for LAC is in place
- Emotional Literacy Support Assistants (ELSAs) will liaise with the DT, the Special Educational Needs Co-ordinator (if appropriate) and class teachers to offer advice on strategies to support the emotional needs of LAC.

## The Personal Education Plan (PEP)

- The PEP forms part of the care plan and will be completed within 20 days when a new LAC is on the school roll.
- Thereafter the PEP should be done after 3 months and then at least 6 monthly.
- The PEP will be shared with key staff who plan and deliver the support needed by the child.
- The school recognises that it has a responsibility for making the PEP a living and useful document.
- The PEP will be updated at least 6 monthly with educational progress, current assessment levels, target levels and other key data.
- Effective arrangements will be made for the speedy transfer of information such as the PEP on the transfer of a child to a new teacher or school.


It is the social worker's responsibility to initiate the PEP and to arrange reviews.

**Date approved by Governing Body: 8.2.17**

**Signed:**



Sean Doherty  
Chair of Governors



Sue Hussey  
Headteacher