



Fairfield Nursery School

Policy for the Education of Children Looked After

Definition

A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014 . The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.

Children Looked After are those in public care and are either –

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement, these children are not designated as Looked After.

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.

Aims

Fairfield Nursery School is committed to the concept of the corporate parent for children looked after and will work tirelessly to support children looked after, and from September 2018, previously looked after children to:

- Offer stability, safety, continuity, positive experiences and individual care and attention.
- Develop an attachment aware school and embed strategies to support the impact of trauma on emotional and mental health.
- Enable all children to make good progress in learning.

The school will take account of all related statutory guidance:

Promoting the education of looked after and previously looked after children: DFE Feb 2018

Revised Guidance on the Role of the Designated Teacher for looked after children and previously looked after children Feb 2018.

Rationale

- Nationally, the education outcomes at all stages for Children Looked After and children previously looked after are of concern with a significant gap compared with outcomes for their peers who are not looked after or previously looked after.
- It follows that children and young people who are looked after or previously looked after require additional support and positive discrimination in their favour if this situation is to be improved.

ROLES AND PRIORITIES

Governing Body will:

Ensure there is a designate a member of staff appointed who is a qualified teacher (the designated teacher) as having the responsibility to promote the educational achievement of looked-after children and previously looked after children.

Ensure the designated teacher has 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.

Ensure the designated teacher is able to undertake appropriate training to support their role.

Ensure looked after children and previously looked after children are the priority group for admission to the school.

Ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children.

The Headteacher and Leadership team will:

- Provide an annual report on the provision for, and progress of, Children Looked After and previously looked after children, to the Governing Body. This will be within the annual safeguarding report to the governors
- Ensure staff are aware that the provision to support Children Looked After and previously looked after children is a key school priority.
- Give the Designated Teacher for Children Looked After and previously looked after children, the time and facilities to carry out his / her job description and to support them at all times in their work.
- Ensure the voice of looked-after and previously looked-after children is a vital part of successfully understanding and meeting their needs.
- Show a personal interest and involvement in Children Looked after and previously looked after children, in the school.
- Challenge negative stereotypes of Children Looked After and previously looked after children, if they exist and to insist on the highest of expectations and especially in terms these cohorts,

- Provide Continuing Professional Development for staff on issues pertaining to Children Looked After and previously looked after children, such as Attachment and Trauma.
- Work in partnership with the Virtual School, Children Social Care and other relevant services to share information and promote progress and achievement.

Designated Teacher

The school Designated Teacher will

- Be a champion for Children Looked After and previously looked after children within the school and ensure that they are receiving special provision.
- Ensure that the Children Looked After and previously looked after children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who Children Looked After and previously looked after children are, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care or previously in care, are treated sensitively by all staff.
- Ensure Children Looked After and children previously looked after receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure Personal Education Plans (PEP) and PEP Reviews occur on time (one review each term) and to play the lead educational role at these PEP meetings. Ensure the child (developmentally appropriate for nursery school children), parent and/or carer and Social Worker contribute to, and are involved in, PEP reviews.
- Ensure that all possible is being done to raise the achievement levels of Children Looked After i.e.
 - The children have all possible individual assistance in developing their early literacy, reading and numeracy skills;
 - Children on the Special Educational Needs register receive all possible support to meet their needs;

- All possible support is given at times of transition when the children are moving onto primary school or a new setting, or when a home placement move is taking place.

- Ensure that Children Looked After receive a smooth induction into the school, with the obtaining of all relevant past history.
- Keep comprehensive and up to date information on each child and to ensure that these are passed on when the child moves onto school.
- Monitor attendance on a weekly basis.
- Draw up strategies for children who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To allow and support children to have their voices heard and document their feelings.
- To liaise with carers keeping them informed but also urging them to be partners in the child's education and showing them how they can do this.
- To ensure that the health visiting team is aware of the child's medical history and is liaising with the Children Looked After Health Support Team.
- To liaise closely with the Education of Children Looked After (Virtual School) Team

Informing the Virtual School Team of any problems out of school that seem to have been identified;

- seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Children Looked After;
- keeping the Virtual School Team informed about the general progress of Children Looked After;
- Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the child's educational development.

Teachers and Support Staff:

To be aware of Children Looked After and previously looked after children in their care and to give them all possible support and encouragement as children who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

