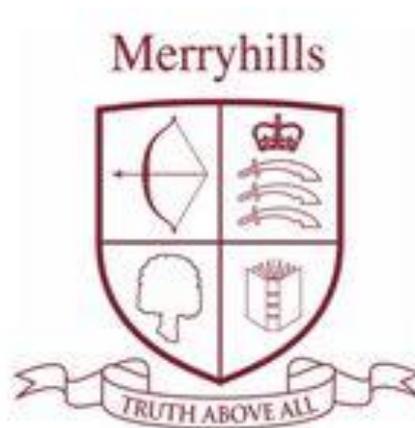


The Education of Looked After Children Policy



Written: July 2017

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Adopted by: Full Governing Body **July 2017**

Next review: **July 2019**

Introduction

This policy has been developed by the Governing Body and staff at Merryhills Primary School, with due regard to the DCSF Statutory guidance for school governing bodies entitled, 'The role and responsibilities of the designated teacher for looked after children' (2009).

Aim

The overarching aim of this policy is to ensure that the Looked After Children at Merryhills Primary School have their individual needs met and receive equal opportunity in education, despite any disadvantage they have encountered or continue to encounter in their lives.

To ensure that this aim is met, the following roles and responsibilities have been agreed within the school.

The Role of the Governing Body

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

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 advocate on behalf of LAC
- To prioritise LAC for intervention and other whole school initiatives
- 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 organised by the Virtual School
- To be the point of contact for all agencies requesting information about the child
- To promote the differentiation of the curriculum and teaching strategies for LAC
- To lead on the development and implementation of the Personal Education Plan in school
- To run 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 enshrine as normal school practice an integration programme for LAC who are new to the school

The role of 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 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

The responsibilities of others within the school

- The class teacher and other relevant teaching staff will regularly liaise with the DT regarding issues for LAC and provide targets and assessment information for the PEP
- The Head Teacher, SENCO and Senior Management Team meet regularly with the DT regarding the education of LAC at the school
- Subject/class teachers will seek advice and support from the DT as necessary
- All staff will attend appropriate training regarding LAC issues as required

The responsibilities of the Designated Teacher to other beyond the school

- To ensure there is a central point of contact in school for LAC related enquiries
- To promote joined up working with other agencies
- To work with social care to minimise disruption to the child's education
- To ensure that key school documents and reports are communicated to social workers, the Virtual School, birth parents and carers as appropriate
- To ensure that information is shared through the PEP and other professional meetings

This policy links with a number of other school policies:

Admissions Policy
SEN Policy
Health and Safety Policy
Single Equalities Policy

Safeguarding Policy
Behaviour Policy
Safe to Learn Policy
Teaching and Learning Policy