

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

Executive Headteacher: Mrs. J. Mullan

Head of School: Miss. L. Brown

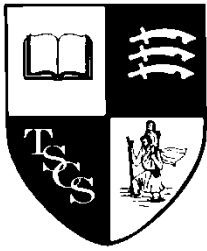
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SEN Trust Southend



THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST EDUCATION OF LOOKED AFTER CHILDREN POLICY

First Written: June 2008

Revisions: April 2021
November 2015
July 2013
July 2011
January 2010

The St Christopher School Academy Trust aims to promote the educational achievement and welfare of looked after children and young people.

1. DEFINITIONS OF LOOKED AFTER CHILDREN

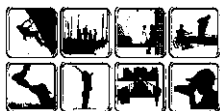
Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups:

- (i) Children who are accommodated under a voluntary agreement with their parents. **(Section 20)**
- ii) Children who are the subject of a Full Care order. **(Section 31) or section 38 Interim Care Order**
- (ii) Children who are the subject of emergency orders for their protection. **(Section 44 and 46)**
- (iii) Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement. **(Section 21)**

2. AIMS AND OBJECTIVES

The Governing Body of The St. Christopher School Academy Trust recognises that locally and nationally, children and young people looked after by the local authorities significantly underachieve compared to their peers and is committed to implementing the principles and practice outlined in the following guidance and legislation.

- Guidance on the Education of Children and Young People in Public Care – DfEE/ DoH 2000.
- A Better Education for Children in Care – Social Exclusion Unit – 2003.



Learning Outside the Classroom



Southend-on-Sea



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- The Children Act 2004 – Guidance of Section 52
- Children & Families Act 2014
- Promoting the education of looked after children and previously looked after children DFE Feb 2018
- Who Does What: How Social Workers and Carers can support the Education of Looked After Children – DfES 2005.

3. ROLES AND RESPONSIBILITIES

The Designated Teacher in this school is Miss Tracy Coster

The Designated Teacher will, with the support of the Pastoral Team:

(within school systems)

- Act as an advocate for looked after children.
- Ensure that all staff are aware of the difficulties and educational disadvantage faced by looked after children and understand the need for positive systems of support to overcome them.
- Attend relevant training and cascade to school staff, where appropriate.
- Ensure staff receives relevant information and training about looked after children and also act as an advisor to staff and governors.
- Keep up to date with local multi-agency procedures for this group of children and inform members of staff of their general educational needs.
- Promote the involvement of looked after children in school, homework clubs, extra curricular activities and deliver additional 1:1 support
- Hold a supervisory brief for all looked after children, ensuring that all relevant information is available to school staff and carers, and that this information is kept up to date.
- Monitor the educational progress of all looked after children and ensure that this information is used to inform the planning of provision for this group.
- Ensure the attendance of looked after children is monitored, convene a meeting if there are concerns about absence, contacting the Education Liaison Officer for Looked after children.
- Inform the ELO, carer, social worker and the Local Authority of any fixed term or potential permanent exclusions.
- Intervene if there is evidence of individual underachievement, absence from school or internal truancy.
- Reach an understanding with individual children of the circumstances that they would be happy to share with staff and other pupils and manage the extent of information sharing about the young person's circumstances. For example, it may be appropriate for the class learning support assistant to have knowledge of the young person's circumstances of this impacts directly upon their work with the young person.
- Enable the child to make a contribution to the educational aspects of their Education Health Care Plan.
- Ensure, in partnership with the young person's social worker and carer, that a Personal Education Plan is in place and that the target setting process is effective and identifies SMART targets. The Advisory Teacher/ Education Liaison Officer will be asked to attend/advise if there are learning or specific issues that need to be addressed.
- Attend all PEP's (designated teacher or member of Pastoral Support Team). In the event of a complex case, the designated teacher will attend.
- Ensure the smooth induction of a new looked after child or young person into the school and support transitions when the child/young person moves to another setting, educational or residential.
- Liaise with other members of staff responsible for related policies, for example monitoring of children on the Child Protection Plan

(In liaison with other agencies)

- Develop and monitor systems for liaising with carers and the Department of Children and Learning.
- Inform the responsible social worker of any major decisions affecting the child.
- Help co-ordinate review processes so that the Personal Education Plan can inform the Education Health Care Plan.
- Attend, arrange for someone else to attend, or contribute in other ways to planning meetings.
- Be the named contact for colleagues in the Department of Children and Learning and ensure the speedy transfer of information between agencies and individual.
- Promote effective home-school links and ensure the child, carers, social worker and other relevant parties as identified in the PEP receive early notification of school based meetings, parents' evening and other appropriate events and that communication, both written and verbal, remains regular and positive.
- Ensure that end of Key Stage and other important test results are reported to Southend Borough Council as the Corporate Parents.
- Ensure that looked after children aged 13+ secure appropriate access to the Youth and Connexion Service or other appropriate information, advice and guidance (IAG)
- To participate in Local Authority initiative where appropriate.
- Ensure that termly Personal Education Plans are completed and forwarded to the Virtual School for all Looked After Children.

Responsibilities of all Staff in the School:

- Be familiar with the relevant legislation and guidance on looked after children's education and have high aspiration for their education and personal achievement.
- Ensure that all looked after children are supported sensitively and that confidentiality is maintained.
- Respond promptly to designated teacher's request for information on educational attainment and needs, as appropriate.
- Be proactive in ensuring completion of Personal Education Plans and other documentation needed for looked after children review meetings.
- Support the implementation of looked after children's Personal Education Plans.
- Work to enable looked after children achieve stability and success within school.
- Promote the self-esteem of all looked after children and ensure that no child is stigmatised in any way.

4. THE ROLE OF THE GOVERNING BODY:

Under section 52 of the Children Act 2004, local authorities have a duty to promote the educational achievement of the children in their care. In order for them to implement this duty successfully, they will need the active co-operation of school. Schools governing bodies have a major responsibility for helping children to succeed: they can champion their needs, raise awareness and challenge stereotypes.

Supporting Looked After Learners – A practical guide for school governors

The Governing Body will:

- Ensure that the school has a designated teacher and that that teacher is enabled to carry out their responsibilities.
- Support the Head, the Designated Teacher and other staff to ensure the needs of looked after children are recognised and met.
- Ensure all governors are aware of the legal requirements and guidance on the education of looked after children.
- Monitor the educational attainment of looked after children.
- Nominate a governor to be responsible for this area of the school's work.

The Named Governor in this school is Mrs Karen Budge

The Named Governor or Designated Safeguarding Lead will:

Report to the Governing Body on an annual basis on the following:

- The number of looked after children in the school (without detail or name).
- A comparison of test scores or teacher assessments as a discrete group, compared with those of other pupils.
- The attendance of pupils as a discrete group, compared with other pupils.
- The level of fixed term/ permanent exclusions.
- Pupil destinations.

The named governor should be satisfied that the school's policies and procedures ensure that looked after children have equal access to:

- The National Curriculum
- Public examinations
- Careers guidance
- Additional educational support
- Extra curricular activities
- Work experience

5. EQUAL OPPORTUNITIES

The above legislation and guidance ensures that all school policies and professional practice relate to the inclusion of Looked After Children at all times. All pupils have equal access to all aspects of the school curriculum, to appropriate extra curricular activities and to social opportunities offered with the school. No child is discriminated against and the school operates an ethos of specific inclusion for all Looked After Children.

6. REVIEW

Revision and updating of this policy will be completed by the Designated Teacher for Looked After Children following discussion with the Head of School and Governor responsible for Looked After Children. Revisions will be presented to the Governing Body for discussion and approval.