

Paulet High School	School Policy Document		
Document Title	Looked After Children Policy		
Document Status	Approved	Approved Date	25th January 2011
Document Owner	Assistant Headteacher	Review Date	01.02.2013
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

LOOKED AFTER CHILDREN POLICY

Paulet High School believes that it has a special duty to safeguard and promote the education of Children in Public Care. These are children who are looked after by the local authority. (Guidance on Education of Children in Public Care. 2000 Section 3 Paragraphs. 3.2 and 3.3)

Aim

- To provide a safe and secure environment, that values education and believes in the abilities and potential of all children.
- To bring the educational attainments of our Children in Public Care nearer to those of their peers.
- Identifying our schools' role as corporate parents to promote and support the education of our Children in Public Care. Asking the question, **'Would this be good enough for my child?'**

In pursuit of this policy the school will

- Designate a Nominated teacher for Children in Public Care who will act as their advocate and co-ordinate support for them.
- The nominated teacher will: Maintain a register of all Children in Public Care. This will include a record of:
 1. The contact person in the Looked After Children Team.
 2. Status ie care order or accommodated.
 3. Type of Placement e.g. foster, respite, residential.
 4. Name of Social Worker, area office, telephone number.
 5. Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent or carer or key worker in children's home.
 6. Share Child Protection / disability information which could be shared, if appropriate.
 7. Their academic progress.
 8. Baseline information and all test results.

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9. Named officers in the LA with regard to exclusion issues, attendance issues and transition issues.

- Ensure by cooperating with social workers that there is a Personal Education Plan for each child to include appropriate targets. This must be compatible with the child's Social Services Care Plan and form part of any other school plan. e.g. Statement, Transition Plan, Pastoral Support Programme. In the case of statemented pupils the IEP and review meetings will form the basis of the PEP.
- Ensure that someone attends Social Services Reviews when invited on each child and/or always prepares a written report that promotes the continuity and stability of their education.
- Ensure that should a CiPC be identified at risk of exclusion then contact is made with the Looked After Children's Team immediately to minimise this happening.
- Ensure that they participate in joint training.
- Ensure that on admission or transfer all relevant information is obtained at the outset.
- Ensure that systems are in place to identify and prioritise when Children in Public Care are underachieving and have early interventions to improve this. Contact must be made with the Looked After Children Team as soon as concerns are raised.
- Ensure that systems are in place to keep staff up to date and informed about Children in Public Care.
- Ensure that Children in Public Care are listened to and have access to support and counselling in school.

All Governors and staff will:

- Work in partnership with parents and agencies.
- Support carers to value educational achievement and improve attendance.
- Celebrate the achievements of CiPC.

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Monitoring and Evaluation

- The nominated teacher will prepare a yearly report for *Governors* on the achievements of Children in Public Care. This will include, where age appropriate: *SATS* results, attendance figures, exclusion issues, changes in home placements, reviews and interventions to raise achievement.
- This should include intervention strategies such as study support, learning mentor support, home school contracts, Pastoral Support Plans, referrals to outside agencies (*Looked after Children Team*), counselling support, etc.
- The report should also include information about non- academic progress in extra curricular activities.
- The *Governing* body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in the peer group.
- The school will also need to report on *CiPC* as part of the shared review.

Review

This policy will be reviewed every two years.

Review date 01.02.2013