

# Looked After Children Policy

Sept 2021

Version 4

## 1. Scope

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This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

## 2. Objective

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This policy outlines our school commitment to the Education of Looked After and Previously Looked After Children.

## 3. The Board of Governors

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The governors will carry out their role in line with statutory guidance.

*The designated governor in school is **Christine Galligan***

*The designated teacher in school is **Ed Hanley***

The board of governors, head teacher and school leadership team will support the education of looked after and previously looked after children by ensuring that the designated teacher has:

- Appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others
- Training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding, including a good knowledge of SEND
- Appropriate monitoring arrangements to ensure that the school/education setting is providing appropriate support for looked-after and previously looked-after children

They will also ensure that school policies consider the needs of looked-after and previously looked-after children. This consideration will include additional arrangements for looked –after and previously looked-after children when considering;

- Admission
- Exclusion
- Behaviour management
- Mental health needs
- Specific safeguarding challenges
- Special educational needs and disabilities (SEND)
- Gifted and talented students
- Teaching and learning needs
- Educational visits and extended school activities

The board of governors will hold the school to account on how it supports its looked-after and previously looked-after children.

## 4. The designated teacher

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The designated teacher will carry out their role in line with statutory guidance.

The designated teacher is **Ed Hanley**

The designated teacher (DT) is the central point of initial contact within the school and they will join up resources and support to minimise any disruption to a child's learning. The DT will work to promote the education of looked-after and previously looked-after children by promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised. They will take lead responsibility for ensuring employees understand how the whole school supports the educational achievement of these students.

Our school will make sure that all employees:

- have high expectations of children's learning and set targets to accelerate educational progress;
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness)
- understand how important it is to see children as individuals
- appreciate the central importance of the looked-after child's PEP

- for previously looked-after children, understand the importance of involving the child’s parents or guardians in decisions affecting their child’s education, and be a contact for parents or guardians who want advice or have concerns about their child’s progress at school.

The DT will have a direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children. They will:

- Contribute to the development and review of whole school policies and procedures
- Ensure looked after and previously looked after children are prioritised for support; listened to; encouraged to participate; and believe they can achieve through an ethos of aspiration.
- The DT will chair Personal Education Plan (PEP) meetings to effectively plan to utilise school resources and ensure each child has access to the support they need to achieve:
  - These meetings will take place 3 times per academic year to review support and deploy effective resources.
  - Documentation will be coproduced with family and social care and shared with appropriate professionals as part of the child’s care plan.
- The DT will work closely with professional agencies including the foster carer; allocated social worker; virtual school head; learning and behaviour support agencies; EPS; SENDs, CAMHs, local police/youth offending service; community nurses and any other professional agency involved in supporting the child and family.

## **5. Transfer out of care**

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When children cease to be looked-after, the DT will work closely with the family and support agencies to ensure continuity of provision and progress. The DT will ensure that family members and carers are aware that they must pass on information about previous care status to any new education setting as this information cannot be passed from school to school as it is protected information under GDPR.

## **6. Voice of the child**

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School will listen to, record and if possible, act upon the voice of looked-after and previously looked-after children as a vital part of successfully understanding and meeting their needs.

## **7. Pupil Premium Plus (PP+)**

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As an independent school, Pupil Premium Plus is not routinely available. If it is recognised that a potential student requires additional support over and above the standard offer, the school reserves the right to amend the fees accordingly to reflect the higher need.

## **8. Special Educational Needs (SEN)**

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Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).

The DT will ensure that:

- They work closely with the SENCO and local authority support team where applicable
- Children’s PEPs work in harmony with their EHC plan

## **9. Meeting Mental Health needs**

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Looked-after children and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues than their peers. The designated teachers have an important role in ensuring they and other school employees can identify signs of potential issues and understand where the school can draw on specialist services. School will utilise CAMHS to support understanding mental health needs for looked-after and previously looked –after children. This will enable us to improve a whole school understanding of attachment and trauma and the impact on learning and behaviour for vulnerable children. We also recognise the impact on staff when working with traumatised children. We will ensure all staff feel supported to address their own needs as well as those of the vulnerable children they are caring for.

## **10. Working with local authorities**

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ELWS will work in partnership with the relevant Local Authority’s to promote the education of looked-after and previously looked-after children through the processes identified in this policy

## 11. Working with carers and parents

ELWS pastoral team will work with all carers and parents to help to support and promote both the educational and Health and Welfare of looked-after and previously looked-after children. If they require any additional support they are encouraged to contact the school.

## 12. Exclusions

The past experiences of looked-after and previously looked-after children can impact on their behaviour. Where a looked-after child is at risk of either fixed term or permanent exclusion, the DT will contact the relevant authority as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.

## 13. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be approved by the governing board

### Impact of non-compliance

<b>Staff:</b>	Disciplinary action
<b>Student:</b>	Not applicable
<b>Legislation/organisational:</b>	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
<b>Compliance lead:</b>	Headteacher/Director of Schools
<b>Policy Reference:</b>	ELWS-OPR-011
<b>Version:</b>	4
<b>Agreed policy location:</b>	DatabridgeMIS and Company Webpage
<b>Does the policy require Governor approval?</b>	No

### Approval

<b>Prepared by</b> Ed Hanley 01/09/2021    Assistant Headteacher	<b>Approved by</b> Tony Brown 01/09/2021    CEO	<b>Counter Signatory</b> Richard King 01/09/2021    Director of Schools, Pre 16 Education
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### Version Control

Version	Date	Revision	Review Date
1	04/01/2019	First Issue	03/01/2020
2	01/09/2019	Policy review and transferred onto new template.	31/08/2020
3	01/09/2020	Policy review and update	31/08/2021
4	01/09/2021	Policy Reviewed	31/08/2022
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