



Looked After Children Policy



Encourage, Guide, Support, Celebrate

Date Approved: Spring 2024

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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 and 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

Aughton St Michaels CE School is committed to the concept of the corporate parent for children looked after and will work tirelessly to support children looked after, those who have been previously looked after children by:

- Placing the highest priority on their education
- Promoting regular attendance
- Having high expectations and aspirations
- Promoting access and inclusion in all areas of school life

- Promoting stability and continuity
- Supporting early intervention
- Valuing the voice of the child
- Promoting social, emotional and mental health and well-being
- Working in partnership with parents, carers, social workers and other professionals.

Guiding Principles

- The voice of the child is of paramount importance.
- All children looked after will receive high quality education which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these children and those who are not children looked after.
- Every child looked after will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood.
- Aughton St Michael's CE School will meet the needs of children looked after through effective liaison and integrated work with all key partners including the relevant Virtual School.

ROLES AND PRIORITIES

The Governing Body will:

- Ensure there is a designated member of staff appointed who is a qualified teacher (the designated teacher) as having the responsibility to promote the educational achievement of children looked after and previously children looked after.
- 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 children looked after and previously children looked after.
- 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 Pupil Premium Grant+ allocated is used for the benefit of looked after children and previously looked after children to support progress, attainment, engagement and well-being.
- Ensure school policies and approaches appropriately reflect the needs of looked after and previously looked after children.

Designated Teacher

Aughton St Michael's Designated Teacher is the Headteacher

They will:

- 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.

- Have a full understanding of relevant statutory guidance and attend relevant training as required.
- Have a lead responsibility in promoting and raising the educational achievement of every child looked after on the school roll.
- Ensure every child looked after has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes.
- Monitor the effective spend of the pupil premium plus grant to maximise educational outcomes for children looked after.
- Ensure the social, emotional, mental health and well-being needs of children looked after are recognised and prioritized.
- Take the lead responsibility for helping all school staff to understand the factors that can affect how children looked after learn and achieve, any barriers they might face and the impact of trauma and poor attachments.
- Act as the key liaison professional for other agencies and individuals in relation to children looked after.
- Share confidential and personal information on a need to know basis only.
- Actively encourage and promote home learning and extra-curricular activities.
- Recognise the impact of transition and plan accordingly.
- All staff are encouraged to participate in training that will enable them to meet the needs of children looked after more effectively and the Designated Teacher will raise awareness of typical issues and barriers for these children at a whole school level.

Pupil Premium Plus (PP+)

Where a child looked after is allocated pupil premium plus, it is to be used for the benefit of their educational needs.

Aughton St Michael's CE School will ensure that:

- The allocation of PP+ promotes high aspirations and seeks to secure the best educational outcomes.
- The extra funding provided by the PP+ reflects the significant additional barriers faced by CYP in care.
- For children in care, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP).