

# Matthew Arnold Primary School



## Policy for the Education of Children Looked After and Previously Looked-After Children

## Introduction

The policy is informed by the following Department for Education (DfE) document:

The Designated Teacher for Looked-After and Previously Looked-After Children.  
Statutory guidance on their roles and responsibilities

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

The governing body of Matthew Arnold Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for children looked after (CLA) and previously looked after children (PLAC) and is committed to improving outcomes for them.

## Definition

Looked after children 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.

## Rationale

- The national outcomes for looked after children in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.
- For looked after children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

## Roles and Priorities

### The Headteacher and Leadership Team

The headteacher and leadership team will ensure the provision/outcomes for looked after children are specifically recorded in:

- Appropriate school policies and procedures
- Ensure staff are aware that the provision to support looked after children is a key school priority.
- Show a personal interest and involvement in looked after children in the school.

- Challenge negative stereotypes of looked after children if they exist and to insist on the highest of expectations and especially in terms of looked after children achieving their full potential.
- Provide professional development for staff on issues pertaining to looked after children and to ensure that designated teachers attend regular training.
- Provide information to the school improvement partner regarding the progress of looked after children on the school's roll.

## **Governing body**

The governing body will receive reports on looked after children from the designated teacher

## **Designated Teacher**

The designated teacher will

- Be a champion for looked after children within the school and ensure that they are receiving special provision.
- Maintain a register of looked after children.
- Ensure that the 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.
- Ensure that teachers who need to know are aware of who are looked after children, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure looked after children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement levels of looked after children –
  - The students are following an appropriate curriculum
  - The students know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better
  - The students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
  - Students on the special educational needs register receive all possible support to meet their needs;
  - All possible support is given at times of transition (EYS-KS1, KS1 – KS2, KS2-KS3)
  - The students have full access to any booster support that is available in the school;
- Ensure that looked after children receive a smooth induction into the school, with the obtaining of all relevant past history.
- Keep comprehensive and up to date files on each student (CPOMS records) and to ensure that these are passed on should the student move school.
- Be responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Head as outlined in the PEP guidance.

- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. Behaviour issues, poor effort etc.
- To draw up strategies for students who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To encourage students to be fully involved in extra curricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg school council.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the designated teacher or another member of staff).
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
- To ensure that students are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a looked after child being bullied.

## **Teachers**

To be aware of looked after children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.