

AYLSHAM LEARNING FEDERATION

POLICY FOR CHILDREN WHO ARE LOOKED AFTER

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Signed:

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Chair

Aim:

To promote the educational achievement and welfare of looked after and previously looked after children on the roll of Aylsham Learning Federation. This policy is informed by the Department for Education (DfE) document: 'The Designated Teacher for Looked After and Previously looked After Children. Statutory guidance on their roles and responsibilities'

The senior designated teacher for children who are looked after at Aylsham High School is Kathryn Garnham, Deputy Headteacher, and at Bure Valley School and John of Gaunt Infant and Nursery School, Ruth Abramson, SENco.

A lead teaching assistant (TA) also supports students who are looked after at Aylsham High School.

The governors with special responsibility for children who are looked after are Judy Taylor and Di Scott.

At Aylsham Learning Federation looked after and previously looked after children, (school admission forms capture previously looked after children), have excellent educational provision and are prioritised for additional support through school-based interventions to achieve as well as possible.

We know our children well and recognise that our Federation plays a vital role in providing a stable base and in promoting their academic, social and emotional development. We are committed to whole Federation staff training, so that all adults in this Federation are sensitive to possible barriers to learning and are able to support the children discretely and confidentially, as needed. We understand the need to work in a 'relationship-based' way so that children and young people feel valued as part of our school community.

We champion the needs of looked after and previously looked after children to ensure they make rapid educational and social progress while on the roll of this Federation and enjoy their learning.

Our aims for looked after and previously looked after children:

- We provide a safe and secure environment where educational progress and stability is central to the planning and all adults understand the specific needs of these children and young people.
- We have high expectations and will support children and young people to ensure accelerated and rapid progress from starting points.
- We ensure they benefit from school-based interventions, even if they do not meet the criteria for that intervention (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*) and will use the allocated Pupil Premium Plus (PP+) to ensure effective impact.
- The personal education plan (PEP) for looked after children is reviewed and updated in accordance with Virtual School and statutory guidance and the voice of the child is central to the plan which contains SMART targets and all information needed to support the children and young people to make progress. The PEP is recorded and shared with key people within the school to ensure targets can be supported and achieved.
- All adults provide sensitive, child-led support, adopting a relationship based approach and there is at least one key adult with whom the child or young person has a trusted relationship and who acts as an advocate for them and takes a special interest in their progress in all school activities.
- Looked after children will be advantaged within Federation policies and procedures, with their needs explicitly considered and provided for (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.*).
- Our behaviour for learning policy maintains clear boundaries and expectations and promotes an inclusive and positive school ethos. We will promote inclusion and attendance and prioritise reduction in exclusion.

The Executive Headteacher will:

- Ensure there is a designated teacher (DT) for looked after and previously looked after children and that there are clear arrangements in place should the DT be unavailable for any reason.
- Ensure there are procedures to monitor admission, progress, attendance and exclusion of looked after and previously looked after children and take action where these are below expectations.
- Ensure everyone receives the necessary training and support to fulfil their responsibilities in respect of statutory guidance including training on trauma and attachment.
- Ensure the designated teacher has training opportunities, including time away from timetable commitments to acquire and remain updated with the skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN.

The Governing Board will:

- Remain updated in respect of statutory guidance and local and national best practice.
- Ensure that the Federation policies and procedures are inclusive and recognise the needs of looked after and previously looked after children.
- Have a named governor and support the Executive Headteacher and designated teacher to ensure the needs of looked after and previously looked after children are recognised, understood and met.
- Confirm that the designated teacher has the appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others and can influence decisions about the teaching and learning needs of looked-after and previously looked-after children.
- Request and review information which allows scrutiny of:
 - Numbers of looked after and previously looked after children.
 - Progress and attainment including attendance and exclusion.
 - Destinations when leaving school.

The Designated Teacher will:

- Be the champion for looked after and previously looked after children.
- Ensure any transition is well supported using the PEP meeting to facilitate the process.
- For looked after children, ensure a PEP meeting takes place each term in accordance with Virtual School and statutory guidance, is child centred and includes SMART targets, aligning with the EHCP where relevant.
- Agree with the young person an identified member of staff as a point of contact.
- Track the progress across the curriculum using data, teacher reports and book looks.
- Ensure the PP+ impact can be evidenced.
- Ensure effective communication with the Virtual School.
- Develop expertise in attachment theory, and trauma informed practice.
- Promote a school culture which is supportive, relationship-based and has high expectations for looked after and previously looked after children and ensure appropriate training and support is available and accessed.
- Regularly report to the Executive Headteacher and Governing Board on the attainment of looked after and previously looked after children and school resource and staff training needs for working with this group.
- Be available and take time to get to know the looked after and previously looked after children.
- Understand the young people's experience of being looked after and that their past will affect their present, even if they do not notice.

All staff in the Federation will:

- Read this Federation policy.
- Attend relevant training.
- Recognise that looked after and previously looked after children are everybody's business.
- Know any targets which link to their subject areas and provide the support outlined in the PEP.
- Know when to seek advice and support from the designated teacher.

Linked Policies:

- SEND and inclusion policy
- Admissions policy
- Attendance policy
- Single equality scheme
- Behaviour for learning policy
- Safeguarding policy