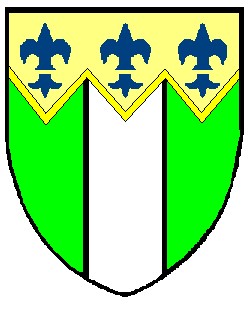
**Friern Barnet School**

**Children Looked After Policy**



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| Last Reviewed: | March 2022 | Next Review: | March 2024 |
| Approved By: | Full Governing Body | Date: | 28 March 2022 |

FRIERN BARNET SCHOOL

POLICY FOR CHILDREN LOOKED AFTER

# Rationale

At Friern Barnet School we believe that all Children Looked After (CLA) should have equal access to outstanding education provision and achieve at a similar level to all Barnet children. As a school community, we aim to champion CLA and take a proactive approach to support their success. We recognise that we have a vital role to play in promoting young people`s social and emotional development.

# Aims

We will:

* provide a safe and secure environment, which values education and believes in the abilities and potential of all young people
* ensure the school’s CLA make expected progress
* ensure they have access to a broad and balanced curriculum
* nominate a Designated Teacher for CLA who will act as their advocate and coordinate support for them, liaising with carers, parents (as appropriate), the Virtual School and social workers on a wide variety of educational and care issues
* nominate a school governor who will hold the school to account regarding the needs of CLA
* provide a learning environment in which every CLA can be successful

Procedures:

All Staff will:

* be aware that being or becoming ‘looked after’ can have a major impact on a young person’s life, such as the unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers and the detrimental effect this may have on their behaviour
* be aware of a variety of issues that may undermine the young person and their ability to engage in the learning process, including feelings of loss, rejection, isolation, confusion and low self-esteem
* be aware of the needs of CLA and actively promote their best interests
* work in partnership with parents, carers and agencies as required to support LAC in school

encourage the individual to feel that they are an integral part of a large

community and ensure they have a safe haven and a sympathetic ear when required

* be sensitive to the young person`s wishes, specifically over what is known, and by whom, regarding their looked after status
* have high expectations of the young person, encouraging achievement and ambition and share positive perceptions
* support the school’s aim in celebrating the achievements of CLA
* support the engagement of CLA in out of school hours learning
* support carers to value educational achievement and monitor attendance

The Designated Teacher will:

* attend Child in Care Review Meetings every six months or as appropriate
* complete a Personal Education Plan (PEP) for all Children in Care at the school and review this every term, or as necessary, with the child, carer, parents (if appropriate) and social worker
* ensure staff access training to help them fulfil their roles in relation to looked after young people
* ensure that positive messages about behaviour and achievement are shared within the school and between school, carers and outside agencies and that high educational expectations are maintained
* ensure effective assessment and that school reports relating to CLA are made available to carers, Social Care and other professionals
* be clear on who needs to be informed and holds parental responsibility
* ensure underachievement of any CLA is identified early and interventions are put in place to address this and ensure that the relevant Local Authority Advisors are contacted as soon as concerns are raised
* ensure that CLA are listened to, and have access to support, counselling and other agencies if required
* ensure that requests from the LA for statistical information held by the school are completed and returned on time to comply with statutory obligations
* report to the Student Inclusion Committee annually on the performance of the Children Looked After who are on roll of the school
* maintain a register of all CLA at the school (both in and out of the Borough)

This will include a record of:

* the contact person in the Local Authority Advisory Team
* status i.e. care order or accommodated
* type of placement e.g. foster, respite, residential
* name of social worker, email address, telephone number
* 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
* child Protection/SEND information (if appropriate)
* relevant health information
* baseline information and all test results
* named officers in the LA with regard to exclusion issues, attendance issues and transition issues
* attendance at Social Care reviews by the appropriate member of staff and/or preparation of a written report that promotes the continuity and stability of their education

Admissions and transfers

The school will ensure that:

* CLA are prioritised in our school’s admissions procedures
* on admission or transfer, all relevant information is obtained at the outset
* appropriate documents are forwarded to a receiving school at point of transfer once the receiving school is made known
* every effort is made to provide continuity of schooling and educational experience

Special Educational Needs and Disabilities (SEND)

* if the child has a statement of special educational need, the annual review should coincide with one of the half yearly care planning reviews, dates of which can be obtained from the social worker
* any special educational needs are quickly identified and appropriate provision is made

Personal Education Plans

* All CLA will have a high quality personal education plan within 20 days of starting school or being accommodated by the local authority to include appropriate targets. This must be compatible with the Social Care Plan and form part of any other school plan, e.g. Statement/EHCP, Transition Plan, Pastoral Support Programme
* Any educational recommendations in the PEP will be adhered to by staff in order that any CLA has the opportunity to achieve his or her targets

Attendance:

* The school will monitor attendance and contact the carer and social worker if there are concerns

Exclusion:

* If a CLA is at risk of exclusion, then immediate contact is made with the Local Authority Advisory Team to minimise this happening

Multi Agency Work:

The school will ensure:

there is a well planned and co-ordinated approach to meeting the young

persons’ educational and social needs

* there is a clear understanding about the role and responsibility of school staff in relation to the young person and the roles and responsibilities of the other professionals involved
* there are positive perceptions and high expectations of the young person with other professionals but especially with the young person
* awareness of and sensitivity to the appropriate role of the natural parents, (if applicable)
* each CLA is encouraged to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning
* the young person has the opportunity to participate fully in planning and decision making related to their education at and beyond Friern Barnet

School

# Monitoring and Review

The Governing Body should:

* be aware of the DfE Statutory guidance duty on Local Authorities to promote the educational achievement of LAC

[https://www.gov.uk/government/publications/promoting-the-education-oflooked-after-children](https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children)

* co-operate with, and support the relevant Local Authority with regard to the education of CLA attending the school

* review the CLA Policy every 2 years
* evaluate and review achievements of CLA in school in the annual report from the Designated Teacher