



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

Policy for the Inclusive Education of Children we Care for and Previously Looked After Children

Person responsible for policy: Deputy Headteacher

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Governor Committee: SIC

The Cherwell School

Policy for the Inclusive Education of Children we Care for and Previously Looked After Children

We have decided to adopt the policy written by the Virtual School for Looked after children (VSLAC) and approved by Oxfordshire County Council.

We believe that all children we care for and previously looked after children should have equitable access to excellent educational provision and be able to achieve at a similar level to all Oxfordshire children.

We recognise that nationally there is considerable educational underachievement of children in residential, foster care, kinship care and those who have previously been in care when compared with their peers.

All staff and governors are committed to ensuring improved educational life chances for looked after children by ensuring that:

Advocacy

- Staff are aware that being or becoming 'looked after' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given
- Designated Teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Headteacher
- School staff and governors are aware of the DfE statutory guidance: Duty on local authorities to promote the educational achievement of looked after children
- There is a dedicated Governor to monitor the work of the school in supporting its looked after children and previously looked after children as a part of a larger group of vulnerable children

Documentation and Monitoring of Progress

- We contribute to the process whereby all looked after children have a high quality Personal Educational Plan (PEP) in place within 20 days of starting at our school or becoming looked after. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (Student profile, EHCP)
- PEP targets should reflect the outcomes desired to reach individual goals. Targets need to be aspirational and have academic rigour. These will determine the need for pupil premium plus for the child or young person.
- The young person's views will be sought by the Designated Teacher and will be documented on the PEP.

- The child/young person will be encouraged to attend the PEP and encouraged to contribute. Some children/young people chair their own PEPs and it is always good practice to have a 'pre-meeting' where you can talk through who will be there, what to expect and most importantly find out if they have any concerns, anxieties or anything they would like you to help them raise.
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff and shared with relevant adults to ensure the child/young person has every opportunity to reach their target.
- The school should assess each young person's attainment either on entry to the school or on becoming looked after to ensure continuity of learning. These baselines should be recorded in the PEP.
- The school will monitor and track the achievement and attainment of all pupils at regular intervals and report this to the Virtual School. Where a child is underachieving, please arrange a PEP review to discuss how this underachievement will be addressed.
- The Designated Teacher will know all the looked after children and previously looked after in school and will have access to their relevant contact details including parents, carers and social worker
- The Designated Teacher will also know about any looked after children from other authorities
- It is important that the school flags looked after child status appropriately in the school's information systems so that information is readily available as required.

Joined up Working (for all schools, the Virtual School)

- The Virtual School will send representatives to any review held for the child where appropriate.
- The Virtual School will send reports to any review held for the child.
- The Cherwell School will forward appropriate documents, in a timely fashion, to any receiving school at the point of transition. The Virtual School will assist and will ensure any additional information is also forwarded.
- The Cherwell School takes a proactive approach in co-operating with and supporting the relevant Local Authority with regard to the education of our looked after children
- The Cherwell School will liaise with other agencies as appropriate so that each looked after child has the opportunity to achieve their full potential
- At school, we firmly believe in developing a strong partnership with parents/carers and caseworkers to enable looked after children to achieve their full potential
- We ensure that carers and social workers are kept fully informed of their child's progress and attainment

Training

- We will attend Local Authority training regarding the roles and responsibilities involved in the education of looked after children
- The Headteacher, Designated Teacher and / or Inclusion Officer will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy

Governance

- We have a governor designated to lead on looked after children and other vulnerable groups.
- We ensure that the designated teachers report at least once a year to governors on the training they have received and the safety of looked after children.
- Governors have good knowledge of the impact of the pupil premium for looked after children and challenge leaders.
- Designated governor attends training where appropriate to support understanding of looked after children and other vulnerable groups.

Admissions

- The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against looked after children.
- Due to care placement changes, looked after children may enter school mid-term. It is vital that we give them a positive welcome. If necessary, we may offer additional support and pre-entry visits to support transition and develop a sense of belonging.
- Where an application is received for a place for an unaccompanied asylum seeking child, the school will give due attention to the agreed protocol ensuring that these vulnerable young people are swiftly admitted and integrated in to school.

Inclusion

- This policy recognises that all pupils are entitled to a balanced and broadly based curriculum
- Our looked after child policy reinforces the need for teaching that is fully inclusive.
- The Governing Body will ensure the school makes appropriate provision for all looked after children and previously looked after children.
- We encourage each looked after child to access out of hours learning activities realising the positive impact this could have on their self –esteem and learning
- In the few instances where we review whether a child is still appropriately placed in a school we will:
 - Contact the LA education inclusion service and, if appropriate, the SEN Officer to discuss appropriate alternative arrangements
 - Involve the child, the social worker and the carer at all stages of decision making
 - We will consider all alternatives to exclusion, recognising that exclusion for a looked after child has far broader implications than for those of other children.

Looked After Child Policy Review and Evaluation

- We consider the looked after child policy to be important and we undertake a thorough review of both policy and practice each year. The outcomes of this review inform the School Improvement Plan.

Looked After Children say...

“I would like to have a say as to whether I move school or not.”
“Money should not be the most important thing when deciding if I should move schools.”
“I would really like to have a chance to visit the school before I start.”
“I would like my school work and achievements to be passed on to my new school and not forgotten about.”
“I would have liked a buddy or peer mentor when I moved to my new school to help me get settled.”
“We want to be treated as normal. We don’t want to be pitied or treated differently.”
“I’d like to be able to choose a particular teacher to talk to – not just the designated teacher.”
“I want to keep my life private. I don’t want people knowing everything about me unless I say so.”
“I don’t want my teachers hearing embarrassing/personal details about me and my family at review meetings.”
“I want my own copy of school reports and I want my parents to have a copy.”
“The head of year is extremely important in passing on ‘need to know’ information to individual subject teachers.”

Roles and responsibilities

Children we Care for – CWCF - are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers.

For example, they may experience:

- A high level of disruption and change in school placements
- Lack of involvement in extra curricular activities
- Inconsistent or no attention paid to homework

This may result in:

1. Poor exam success rates in comparison with the general population
2. Underachievement in further and higher education
- 3.

These issues may also affect adopted young people.

The majority of children who remain in care are there because they have suffered abuse or neglect. The Every Child Matters: Change for Children programme aims to improve outcomes for all children. To date the outcomes achieved by LAC have been unacceptably poor and the Government is committed to addressing this disparity. As corporate parents we all have a part to play in this by vigorously applying the principles of good parenting by:

1. Giving priority to education
2. Listening to children
3. Providing stability and continuity
4. Taking corporate responsibility
5. Promoting inclusion
6. Raising standards
7. Intervening early
8. Promoting early years experiences
9. Celebrating success

The Designated Teacher will:

- Be an advocate for LAC within school
- Ensure the pupil premium is used effectively to ensure looked after children make progress, especially in English and Maths.
- Be familiar with the statutory guidance on the role of the designated teacher
- Give regard to the impact of relevant decisions for LAC on both the LAC and the rest of the school community
- Know all the LAC in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about LAC
- Act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from the LAC team when appropriate
- Ensure that LAC receive a positive welcome on entering school, especially mid year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle
- Ensure that all LAC have an appropriate PEP that is completed within 20 days of joining the school or of entering care (see guidance on PEPs) and ensure that the young person contributes to the plan
- Ensure that all data on LAC is made available for meetings between the Headteacher, governors and the school improvement partner
- Keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals
- Convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to LAC
- Ensure that care and school liaison is effective including invitations to meetings and other school events

- Actively encourage and promote out of hours learning and extra curricular activities for LAC
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a LAC transfers to another educational placement
- Contribute information to LAC reviews when required
- Report to the Governing body on LAC in the school and inform of relevant policy and practice development
- Agree with the social worker the appropriate people to invite to parents' evenings etc
- Prepare reports for Governors' meetings to include:
 - The number of LAC on roll and the confirmation that they have a Personal Education Plan – PEP
 - Their attendance compared to other pupils
 - Their attainment (SATs/GCSEs) compared to other pupils
 - The number, if any, of fixed term and permanent exclusions
 - The destinations of pupils who leave the school
- Attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of LAC
- Arrange a mentor (adult and /or pupil) to whom the young person can talk, possibly through the learning mentor scheme or through Connexions, particularly when the pupil is new to school
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN. LAC are six to eight times more likely to have a statement of Special Educational Needs than the general school population

Good practice suggests that all school staff will:

- Follow school procedures
- Keep the Designated Teacher informed about a LAC's progress
- Have high expectations of the educational and personal achievements of LAC
- Positively promote the raising of a LAC's self esteem
- Ensure any LAC is supported sensitively and that confidentiality is maintained
- Be familiar with the school's policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the Designated Teachers where a LAC is experiencing difficulties
- Give only official exclusions and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful of the difficulties this may create in the care placement
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate

Good practice suggests that the Governing Body will:

- Ensure that the admission criteria and practice prioritises LAC according to the DfES Admissions Code of Practice
- Ensure all governors are fully aware of the legal requirements and guidance for LAC
- Ensure there is a Designated Teacher for LAC

- Liaise with the Headteacher, Designated Teacher and all other staff to ensure the needs of LAC are met
- Nominate a governor with responsibility for LAC who links with the Designated Teacher
- Receive regular reports from the Designated Teacher
- Ensure that the school's policies and procedures give LAC equal access in respect of:
Admission to school
 - National Curriculum and examinations, both academic and vocational
 - out of school learning and extra curricular activities
 - Work experience and careers guidance
- Annually review the effective implementation of the school policy for LAC
- Ensure that the Designated Teacher is invited to the exclusion meetings for LAC

The Local Authority will:

- Lead the drive to improve educational and social care standards for LAC
- Ensure that the education for this group is as good as that provided for every other Oxfordshire pupil
- Ensure that LAC receive a full time education in a mainstream setting wherever possible
- Ensure that every LAC has a school to go to within 20 days of coming into care or of coming to Oxfordshire from another authority
- Make sure that each LAC has a PEP according to national guidance
- Ensure that every school has a Designated Teacher for LAC and that these teachers receive appropriate information, support and training
- Provide alternative educational provision where appropriate
- Ensure that appropriate support is provided whenever possible
- Work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1, 2 and 4 and at any mid-phase transfer
- Be vigilant and proactive in identifying the special educational needs of LAC and work collaboratively with other services and agencies to meet those needs