

Bridgewater Primary School  
Bridgewater Street  
Little Hulton  
Salford  
M38 9WD

# Looked After Children Policy



**BRIDGEWATER**  
PRIMARY SCHOOL

Bridgewater Primary School believes that in partnership with Salford Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children.

### **Aims**

- Provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- Support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.
- Fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

### **In pursuit of this policy the school will:**

- Nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them. This designated teacher is Miss Emma O'Reilly and the deputy designated teacher is Miss Karen Hopkins.
- The Chair of the Governors will ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

### **Designated Teacher:**

The role of schools and of designated teachers is central to significantly improving the quality of life and the educational achievements of looked after children. To understand about care and the impact upon education is critical if multi-agency working and corporate parenting are to be effective. Designated teachers in schools should act as a resource and champion for looked-after children, liaising with social services and other key partners on behalf of looked-after children in the school. The designated teacher must:

- Know who all the LAC are in their school, keep an up to date list and act as an advocate for them
- Be responsible for ensuring a comprehensive and welcoming induction for the child and carer as set out in the Induction policy, and note any specific requirements, including care status

The role is manifold and has responsibilities broadly set out under the following categories:

### **The Personal Education Plan (PEP)**

- It is the responsibility of the social worker to initiate and manage the PEP meeting.
- The PEP should be prepared with the child and carer, in liaison with the social worker and other relevant support workers and agencies, and be linked to the Care Plan meetings.
- Where appropriate, the PEP should take account of any Individual Education Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed, concurrently with the Care Plan, i.e. within 28 days, 3 months and 6 months and, at least, every 6 months.

The designated teacher will:

- Ensure the school's contribution to the development of Personal Education Plans (PEPs) as soon as possible (within 20 days of entering care or joining a new school). It is the school's responsibility to deliver support, and an appropriate curriculum in order that the child can work towards achieving their educational targets.
- Ensure that educational targets in the PEP are SMART and linked to identified needs

- Send a copy of the needs and targets (plus other information where appropriate) from the PEP to relevant colleagues in school.
- Keep PEPs and other records up to date, particularly in time to inform review meetings.
- Ensure school support systems are in place where they have been agreed in the PEP and that referrals are made to any education agencies that can provide agreed additional support.

### **Relationship with Carers**

The designated teacher will:

- Ensure that the child and carer(s) receive early notification of school meetings, parents' evenings and other events and that communication remains regular and positive.
- The Home- School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures.
- Liaise over the educational progress of the child and advise how school work can be supported at home.
- Understand that some carers do not always feel confident to approach schools and so enable the home/school relationship to be effective by making themselves and their role known to the carer.

### **Multi-Agency Working**

The designated teacher will:

Provide written information to assist planning / review meetings / statutory review and ensure representation as far as possible ensure carers/social workers are aware of out of hours learning so that travel arrangements can be made liaise with the social worker over arrangements for the PEP and who will explain to the LAC what the purpose of a PEP is.

### **In School Liaison**

The designated teacher will:

- Ensure staff receive relevant information and training
- Act as an adviser to staff and governors
- Ensure confidentiality for individual children and only share personal information on a need to know basis
- Ensure that each child in public care has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the designated teacher)
- Co-ordinate support for the child in the school and liaise with other professionals e.g. if designated teacher feels it is more appropriate for another member of staff to attend the PEP meeting e.g. class teacher, they will need to ensure they are properly briefed about their part in the meeting.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfer
- Ensure there is a school policy on LAC and that LAC issues are incorporated in to wider school policies (e.g. bullying).

### **Pupil Awareness of the Designated Teacher**

The designated teacher will:

- Encourage LAC to participate in extra-curricular activities and out of hours learning by making them aware of all that is available.
- Ensure LAC know what the role of the DT is and know who to go to with any concerns, issues or celebratory news.

### **Current Legislation and Relevant Information**

The designated teacher will be familiar with:

- Every Child Matters (DfES, 2004)
- DfES Statutory Guidance on local authorities to promote the educational achievement of looked after children (DfES,2004)
- The Children Act (2004)
- The Social Exclusion Unit Report – a better education for children in care (DfES , 2003)
- Guidance for Children and Young People in Public Care (2000, updated 2005/6)
- Relevant documentation provided by the Local Authority
- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
  - Status i.e. care order or accommodated.
  - Type of Placement i.e. Foster, respite, residential.
  - Name of Social Worker, area office, telephone number.
  - Daily contact and numbers e.g. name of parent or carer or key worker in children’s home.
  - SEN Code of Practice – School Action/School Action Plus where appropriate
  - Child Protection information when appropriate.
  - Baseline information and all test results.
  - Attendance figures
  - Exclusions

All members of the governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of looked after children