Houghton Regis Primary School

Children Looked

After

Policy

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1. Policy statement

Houghton Regis Primary School is committed to providing a safe, inclusive and supportive learning environment in which every child can achieve their full potential.

We recognise that children who are looked after, or who have previously been looked after, may have experienced disruption, loss, trauma or changes in their education and care arrangements. The school will therefore provide appropriate educational, pastoral and emotional support while maintaining high expectations for achievement.

The needs and wishes of each child will be considered individually, with their views taken into account wherever appropriate.

2. Aims

The school aims to:

- promote the educational achievement, progress and wellbeing of looked-after and previously looked-after children;
- provide a stable, supportive and inclusive school environment;
- identify and respond promptly to barriers to learning;
- ensure children have access to appropriate educational, pastoral and enrichment opportunities;
- minimise disruption to education when children experience changes in placement or school;
- work effectively with carers, social workers, the Virtual School Head, local authority and other relevant professionals;
- ensure that each looked-after child has an effective Personal Education Plan (PEP);
- use Pupil Premium Plus appropriately to support identified educational needs;
- support positive relationships, attendance and participation in school life.

3. Designated Teacher

The school will appoint a Designated Teacher for looked-after and previously looked-after children.

The Designated Teacher will:

- act as the main point of contact within school;
- promote the educational achievement and wellbeing of looked-after and previously looked-after children;
- ensure staff understand the particular educational needs of these pupils;
- monitor attendance, attainment, progress and engagement;
- contribute to and monitor each looked-after child's PEP;
- work closely with the Virtual School Head, social workers and carers;
- ensure relevant information is shared appropriately and confidentially;
- advocate for the child where appropriate;
- monitor the use and impact of Pupil Premium Plus;
- ensure appropriate transition arrangements are in place;
- provide information to the governing body regarding the school's provision for looked-after and previously looked-after children.

The Designated Teacher will have appropriate training, knowledge and experience to carry out this role.

4. Personal Education Plans

Every looked-after child will have a Personal Education Plan which forms part of their care planning arrangements.

The school will:

- provide accurate information about attainment, progress, attendance and educational needs;
- identify appropriate targets and actions;
- involve the child in decisions about their education where appropriate;
- seek and consider the views of carers and other relevant professionals;
- identify appropriate interventions and support;
- review progress against agreed targets;
- ensure actions are followed up within agreed timescales.

The PEP will be reviewed in accordance with local authority arrangements and whenever significant changes in the child's circumstances require it.

5. Educational support

The school will monitor each child's:

- attainment and progress;
- attendance and punctuality;
- engagement in learning;
- behaviour and relationships;
- participation in enrichment activities;
- emotional wellbeing and pastoral needs.

Where additional support is required, the school will consider appropriate evidence-informed interventions and will work with the Virtual School Head and other professionals to coordinate support.

6. Pupil Premium Plus

Pupil Premium Plus will be used in accordance with current Department for Education requirements and local authority arrangements.

Funding will be linked to the child's identified educational needs and, where appropriate, their PEP. It may support individual or group interventions, resources, educational experiences, mentoring, tuition or other evidence-informed approaches.

The school will monitor the impact of interventions and adjust support where necessary.

7. Safeguarding and confidentiality

All staff will follow the school's safeguarding and child protection procedures.

Information about a child's looked-after status and personal circumstances will be treated sensitively and shared only with staff and professionals who need the information to support the child.

The child's privacy and dignity will be respected at all times.

8. Attendance and stability

The school will promote good attendance and punctuality and will respond promptly to attendance concerns.

Where a placement change, social care issue or other circumstance is affecting attendance or learning, the Designated Teacher will work with relevant professionals to minimise disruption to the child's education.

9. Transitions

The school will plan carefully for transitions, including:

- starting school;
- moving between classes or year groups;
- joining the school following a placement change;
- moving to another school;
- transition from primary to secondary education.

Where appropriate, transition plans will be incorporated into the child's PEP and will reflect the child's individual needs and wishes.

10. Working with carers and professionals

The school recognises the importance of effective communication between the child, school, carer, social worker, Virtual School and other professionals.

The school will:

- maintain regular communication with carers;
- attend relevant meetings where appropriate;
- contribute information to reviews and planning;
- respond promptly to changes in circumstances;
- ensure that educational information is transferred securely when a child changes school.

11. Previously looked-after children

The school will also support children who were previously looked after, including eligible children who have left local authority care through adoption, a Special Guardianship Order, Child Arrangements Order or Residence Order.

The Designated Teacher will work with parents and carers to understand the child's educational needs and will ensure appropriate support is considered.

Eligible previously looked-after children may attract Pupil Premium Plus funding, subject to the applicable eligibility requirements.

12. Inclusion and equality

Looked-after and previously looked-after children will have equal access to the school's curriculum, enrichment opportunities and wider school life.

The school will not make assumptions about a child's abilities or behaviour based on their care status.

Reasonable adjustments and additional support will be considered where required.

13. Monitoring and review

The Designated Teacher will monitor the progress and provision of looked-after and previously looked-after children throughout the school year.

The governing body will receive appropriate information about:

- the number of looked-after and previously looked-after children;
- educational progress and attainment;
- attendance;
- relevant interventions;
- the impact of Pupil Premium Plus;
- any significant barriers to educational progress.

This policy will be reviewed annually, or sooner if there are significant changes to legislation or statutory guidance.

14. Related documents

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Attendance Policy;
- Behaviour Policy;
- SEND Policy;
- Pupil Premium Strategy;
- Equality Policy;
- Privacy Policy;
- relevant local authority Virtual School guidance;
- the child's Personal Education Plan.