

**USWORTH COLLIERY**  
PRIMARY SCHOOL

# Looked After Children Policy

**Designated member of staff: Alison Forster**

**Designated safeguarding lead: Gary Wright**

**Chair of Governors: Alison Logan**

We are aware that Looked After Children constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatisation.

## **Aim**

The aim of this policy is to promote educational inclusion for Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

## **Objectives**

Looked After Children at Usworth Colliery Primary School:

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities

Teachers and other staff in this school will:

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
- plan for and meet the individual needs of Looked After children

The Looked After Designated Teacher and Senior Management will:

- identify, arrange and/or deliver training to staff to enable the above to take place
- ensure the development of effective and inclusive strategies to address the needs of Looked After Children
- ensure the smooth transfer of information within school and between school, carers and other agencies.

## **Induction**

To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place:

- children and their carers will be invited into school to meet the Headteacher or senior member of staff in the first instance and shown around the school, introduced to staff and their prospective class teacher and peers.
- a visit into school to spend time with their class teacher and peers will be encouraged before they are admitted full time. During this visit the children will be supported by a known adult for as long as necessary to ensure the child feels safe and secure.
- the Headteacher and/or the designated teacher will meet with all carers and professionals involved with the child before being admitted to our school.
- if the child has already been in an educational establishment then the Headteacher will liaise with the Headteacher of this setting.
- all teachers will be made aware of the child's needs and key adults in their life such as carers, support workers and other professionals.

## **Pastoral Support**

To ensure Looked After Children continue to receive an appropriate level of support the following arrangements are in place.

Alison Forster, the designated teacher for Looked After Children will:

- ensure that staff are aware of any looked after children in school, know who the carer is and whether parents have parental rights so they know who should receive copies of reports.
- liaise effectively with other agencies involved with the child and attend review meetings.
- work in partnership with carers, parents and others with parental responsibility to ensure that looked after children receive their entitlement.
- ensure that records and plans are kept and maintained appropriately.
- provide information to the Governing Body and LA about the progress and outcomes of looked after pupils on the school roll.
- secure training for the designated teacher or others as appropriate to ensure that the school can meet the needs of looked after pupils.

## **Information**

The Designated Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan if in place. If there is no current PEP, the Designated Teacher will liaise with the Social Worker to ensure this is part of the initial meeting in school (see appendix 1).

Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Designated Teacher of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by Alison Forster.

Each child will have all essential information uploaded to CPOMS including any paper copy of files which have been transferred to the school. The information will be shared with all members of the safeguarding team, including the Family Liaison Officer.

The Designated Teacher will talk to young people about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.

Information about the academic attainment of all Looked After Children in school will be collected as follows:

- termly Pupil Progress Meetings.
- termly Tracking of progress and inclusion of interventions if necessary.

- consultation evenings with the class teacher will be held in the autumn and spring term to discuss progress.
- a written report will be completed in the summer term by the class teacher and report cards at the end of the autumn and spring term.
- their progress will also be collated and closely monitored with children who are identified as 'pupil premium' or 'pupil premium plus'.
- all progress will be reported anonymously to governors termly.
- Termly meeting will be held with carers and all professional involved with the child in order to review progress / impact / next steps of individual Personal Education Plan (PEP see appendix 1).
- all staff will adhere to the assessment policy.
- this information will be analysed by the Senior Leadership Team to measure the attainment of Looked After Children against the school population as a whole.
- all children in school including Looked After Children are tracked on a termly basis.
- progress is tracked and interventions are arranged if required.
- Looked After Children will be tracked and their progress will be analysed against other children in school to ensure they are making progress in line with their peers.

Information about the attendance of Looked After Children will be collected as follows:

- attendance data is collated on a weekly basis for all children in school including Looked After Children.
- any absence is followed up and if absence falls **below 98%** carers and professionals will be invited into school to meet with the Family Liaison Office/Headteacher.
- this information will be analysed by Marcus Dickinson (Parent Liaison Officer) to identify individuals or groups of Looked After Children whose attendance is poor so early intervention can take place.

Information about the behaviour of Looked After Children will be collected as follows:

- all staff will adhere to the behaviour and discipline policy and procedures stated within that policy will be followed.
- behaviour logs will be kept by the class teacher – including positive and challenging behaviours and recorded on CPOMS
- this information will be analysed by the designated teacher to identify individuals or groups of Looked After Children who are at increased risk of exclusion so early intervention can take place.

## Strategies

## Curriculum

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, Sarah Jones (SENDCo)/Subject leaders will:

- look at all possible contributory factors and gather a wide range of evidence in conjunction with other relevant staff.
- look for factors which may be masking underlying learning difficulties.
- talk to the child.
- all staff in school will adhere to the Special Educational Needs and Disability Policy

We recognise that there are factors which may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-

achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and compared to previous results. If progress is not as could be expected:

- Interventions will be completed including social, emotional and academic interventions,
- When required professional agencies involvement will be sought by the SENDCo.

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history, may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

## **Attendance**

If a Looked After Child is identified as having poor attendance or punctuality

- the Social Worker and carers will be contacted by the Designated Teacher to gain their support and collect any relevant information
- the Virtual School will be alerted
- attendance is celebrated termly, as well as other seasonal attendance incentives.
- attendance and lateness is tracked on a daily basis and acted upon immediately by the Family Liaison Officer by contacting both the carer and social worker.

## **Behaviour**

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage

- the Social Worker and carers will be contacted by the Designated teacher as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child.
- the staff will follow the school behaviour and discipline policy. The strategies including within these documents take into account all children's needs.
- if the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, Behaviour Intervention Teams and The Virtual School will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the challenging behaviour. The responsibility for organising such a meeting lies with the Designated Teacher.
- we recognise that Looked After Children as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements.

## **Homework**

Whilst we recognise that Looked After Children may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. The following strategies are in place to help Looked After Children complete homework tasks as set for their peers (refer to homework policy). We have a weekly 'homework club' which all children are encouraged to make use of.

## **Extra-Curricular Activities**

We recognise that Looked After Children are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities because of poor relationships with their peers, for example.

As we believe it is essential that Looked After Children are able to play a full part in school life, the following strategies are in place to help them to do this:

- the Designated Teacher will monitor the involvement of Looked After Children in extra-curricular activities
- the Designated Teacher will liaise with the young person, carers and Social Workers to try to promote involvement in extra-curricular activities *through Personal Education Plan meetings*

The success of all school strategies and use of funded initiative will be monitored and evaluated by:

- collection and analysis of information
- discussion with school staff, carers, Social Workers and staff from LA Support services, both informally and during meetings e.g. those set up to write Personal Education Plans
- discussions with Looked After Children
- responsibility for monitoring and evaluation of school strategies lies with the Senior Leadership Team.

### **Liaison with Outside Agencies**

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the Designated Teacher will devise and implement effective strategies and procedures for

- accessing additional support, funding or use of funded initiatives
- liaising with Social Workers to ensure all Looked After Children have a Personal Education Plan
- participation in and co-ordination of Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with Educational Health Care Plans will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

### **Designated Teacher Role and Responsibility**

The role of the Designated Teacher is of central importance in enabling Looked After Children to achieve their full potential in school.

The majority of the roles and responsibilities of the Designated Teacher are implicit in the above sections of this policy. In addition, the Designated Teacher will:

- attend training sessions organised by the LA cascade this training to school staff
- arrange and/or deliver training to all staff , including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome
- liaise with the member of staff responsible for monitoring children on the Child Protection Register
- work closely with Social Workers and other LA staff to enable the writing of effective Personal Education Plans which will inform Care Plans
- attend, arrange for someone else to attend or contribute in other ways to care planning meetings
- work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans

### **The Head Teacher and Senior Leadership Team**

The responsibility for the educational and personal well-being of Looked After Children rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working

with the Senior Management Team, the Headteacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the Designated Teacher, are enabled to carry them out.

### **The Role of the Governing Body for Looked After Children**

The named governor (**Margaret Brabban**) will report to the Governing Body on an annual basis:

- the number of Looked After pupils in the school
- a comparison of test scores for Looked After Children as a group, compared to those of other pupils
- the attendance of pupils as a discrete group, compared to other pupils
- the level of fixed term/permanent exclusions
- pupil destinations
- extra-curricular activities

The named governor must be satisfied that the school’s policies and procedures ensure that Looked After Children have equal access to:

- the National Curriculum
- statutory assessments
- additional educational support appropriate
- pastoral support extra-curricular activities

### **Evaluation**

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body.

Original agreed Date:        March 2016

Reviewed:                      March 2019 (every three years or as appropriate)

Signed: .....  
Head Teacher

Signed: .....  
Chair of Governors

Date: .....

Date: .....

# Personal Education Plan Nursery to Reception

## Core Information

<b>First Name</b>		<b>Social Worker</b>	<b>Name</b>	
<b>Last Name</b>			<b>Telephone</b>	
<b>Education Setting</b>	<b>Date of Birth</b>	<b>Education Setting</b>	<b>Setting Name</b>	
	<b>Became LAC</b>		<b>Date of Entry</b>	
	<b>PEP Date</b>		<b>Name</b>	
<b>Current Address</b>	<b>Telephone</b>	<b>Ethnicity of Child</b>	<b>Telephone</b>	
			<b>Email</b>	

## Legal Status:

<b>Tick as appropriate</b>	<b>Full Care Order (Section 31)</b>	<input type="checkbox"/>	<b>Interim Care Order</b>	<input type="checkbox"/>
	<b>Accommodated (Section 20)</b>	<input type="checkbox"/>	<b>Prior to Adoption Placement</b>	<input type="checkbox"/>

## Who looks after me?

<b>Setting</b>	<b>Names:</b>	<b>Contact details:</b>
<b>At home</b>		
<b>In my education</b>		
<b>In health</b>		
<b>Other</b>		

## Provision

<b>Days of provision</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning</b>					
<b>Afternoon</b>					
<b>Possible Attendance</b>		<b>Actual Attendance</b>			
<b>Comments:</b>					
<b>SEN</b>	<b>Yes</b>	<b>No</b>	<b>What arrangements have been put in place by the setting to support the identified needs?</b>		
<b>Additional Needs Special Needs Identified</b>					



## PRIME AREAS

Leuven		Playing & Exploring			Active Learning			Creating & Thinking critically		
Wellbeing	Involvement	Curiosity	Representing Experiences	Taking Risks	Concentration	Persistence	Sense of Achievement	Having Own Ideas	Making Links	Reviewing
L M H	L M H	L M H	L M H	L M H	L M H	L M H	L M H	L M H	L M H	L M H
Personal, Social & Emotional			Communication & Language				Physical Development			
Listening and Attention Making Relationships	Understanding Self Confidence and Self Awareness	Speaking Managing Feelings and Behaviour	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self Care			

## SPECIFIC AREAS

In the boxes below indicate development bands										
Literacy		Mathematics		Understanding the World			Expressive Arts and Design			
Reading	Writing	Numbers	Shape Space and Measure	People and Communities	The World	Technology	Exploring and using Media and Materials	Being Imaginative		

## Personal Education Plan Meeting

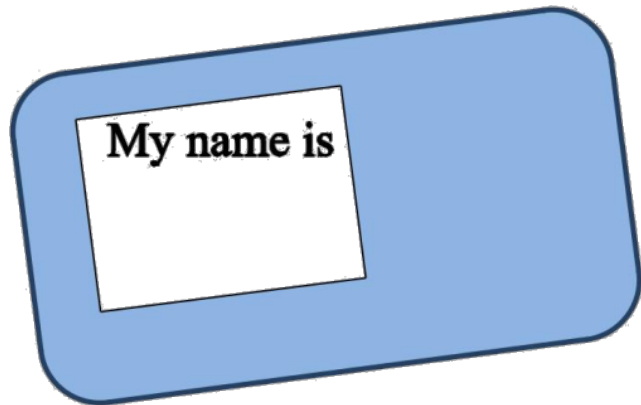
<b>PEP Meeting Location</b>		<b>Date of Meeting</b>	
<b>Present at the meeting</b>			
<b>Child</b>			
<b>Carer / Key worker</b>			
<b>Social worker</b>			
<b>Designated teacher</b>			
<b>Outline my strengths and achievements</b>			

<b>Outline anything I need extra support with</b>

**Targets**

<b>Review my previous areas for development</b>		
<b>Outcomes</b>	<b>Achieved?</b>	<b>Progress made</b>
<b>Agreed new targets</b>		
<b>Outcomes</b>	<b>Who will support? How?</b>	<b>Date of review</b>
<b>Pupil Premium – how is it being used to support my needs? What impact is it having?</b>		
<b>Date of Next PEP Meeting</b>		
<b>PEP Written By</b>	<b>Name:</b>	<b>Role:</b>
Please send a copy to: <a href="mailto:Leanne.Greenlaw@sunderland.gov.uk">Leanne.Greenlaw@sunderland.gov.uk</a>		
and the named social worker		

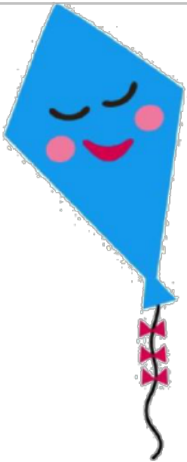
**Child's Voice – to be completed with the child.**



**I am happy when...**



**My friends are...**



**I am sad when...**



**My favourite food is...**

**My favourite story or rhyme is...**



# Personal Education Plan Key Stage 1

## Core Information

First Name		Social rWorke	Name	
Last Name			Telephone	
Date of Birth	Date of Birth	EducationSet ting	Setting Name	
	Became LAC		Date of Entry	
	PEP Date		Name	Telephone
Current Address	Email			
	Telephone	Ethnicity of Child		

## Legal Status:

Tick as appropriate	Full Care Order (Section 31)		Interim Care Order	
	Accommodated (Section 20)		Prior to Adoption Placement	

## Who looks after me?

Setting	Names:	Contact details:
At home		
In my education		
In care		
In health		
Other		

## My SEN or Additional Needs

SEN	Yes	No	Nature of SEN (Tick if any appropriate)			
Special Needs Identified			Cognition & Learning	Social, mental & emotional health	Communication & interaction	Sensory & /or physical
Statement / EHCP?						
How does the school support my identified needs?						

## My Attendance

Absences	% Total Attendance	% Authorised Absence	% Unauthorised Absence
Current %			
Barriers to achieving good attendance			
Comments / Impact of interventions to			

improve attendance (where appropriate)	
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### My Academic Attainment

ATTAINMENT	Reading	Writing	Grammar, punctuation, spelling	Maths
End of last year				
Current level				
End of Year expectations				
Key Stage 1 Target				
Will I reach national expectations? Y/N				

### My Access To Education

I am attending School Full Time	Yes	No	If the answer is 'NO', please outline the education timetable/time in school for a typical week in the pupil's current education
Summary of the education access provided for me			
How can the school support me to move classes/schools?			
	Costs	Provision	
How does the school use Pupil Premium to support my needs?			
What Impact is it having?			

### Personal Education Plan Meeting

PEP Meeting Location		Date of Meeting	
Present at the meeting			
Child			
Carer / Key worker			
Social Worker			
Designated Teacher			

**Outline my strengths and achievements**

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**Review of my previous targets**

Target	Progress made against target	Achieved?

**Agreed new targets**

Target	Who will support?	Date of review

**Date of Next PEP Meeting****PEP Written By****Name:****Role:**

Please send a copy to: [Leanne.Greenlaw@sunderland.gov.uk](mailto:Leanne.Greenlaw@sunderland.gov.uk) and the  
named social worker

Child's Voice – to be completed with the child

**My name is...**

**At school I like...**

**I am good at...**

**Sometimes I find it hard to...**

**I would like help with...**

# This is how I feel about school |

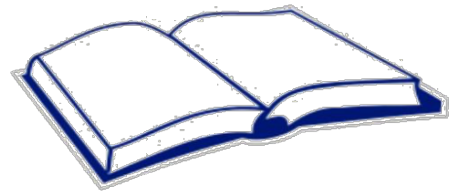
Please circle



**My friends are**

A large, empty rectangular box with a blue border, intended for a child to draw or write about their friends.

**I like to read...**



**At home I like to...**



**My favourite television programme is...**





**When I grow up I want to  
be...**



# Personal Education Plan

## Key Stage 2: Years 3/4

Core Information							
First Name		Social rWorke	Name				
Last Name			Telephone				
Date of Birth		Educational Setting	Setting Name				
	Became LAC			Date of Entry			
	PEP Date			Name			
Current Address		Ethnicity of Child	Telephone				
	Telephone			Email			
Legal Status:							
Tick as appropriate	Full Care Order (Section 31)		Interim Care Order				
	Accommodated (Section 20)		Prior to Adoption Placement				
Who looks after me?							
Setting	Names:			Contact details:			
At home							
In my education							
In health							
Other							
SEN Additional Needs							
SEN	Yes	No	Nature of SEN (Tick if any appropriate)				
Special Needs Identified			Cognition & Learning	Social, mental & emotional health	Communication & interaction	Sensory & /or physical	
Statement / EHCP?							
How does the school support my identified needs?							
My Attendance							
Absences	% Total Attendance		% Authorised Absence		% Unauthorised Absence		
Current %							
Barriers to achieving good attendance							
Comments / Impact of interventions to improve							

attendance (where appropriate)	
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<b>Academic Attainment</b>				
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ATTAINMENT	Reading	Writing	Grammar, punctuation, spelling	Maths
End of last year				
Current level				
Will I meet end of Year expectations?				
Key Stage 2 Target				

<b>Access To Education</b>				
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I Am Attending School Full Time	Yes	No	<i>If the answer is 'NO, please outline the education timetable/time in school for a typical week in the pupil's current education</i>	

Summary of education access provided	
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How can the school support me to move classes / schools?	
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Costs	Provision
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How does the school use Pupil Premium to support my needs?	
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What impact is it having?	
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<b>Personal Education Plan Meeting</b>				
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PEP Meeting Location		Date of Meeting	
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Present at the meeting						
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Child	
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Carer / Key worker	
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Social worker	
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Designated teacher	
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<b>Outline the child's strengths and achievements</b>
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**Target and Personal Education Plan****Review of my previous targets**

Target	Progress made against target	Achieved?

**Agreed new targets**

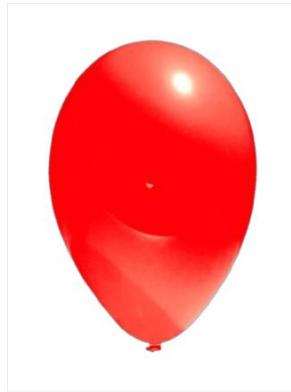
Target	Who will support?	Date of review

**Date of Next PEP Meeting****PEP Written By****Name:****Role:****Please send a copy to: [Leanne.Greenlaw@sunderland.gov.uk](mailto:Leanne.Greenlaw@sunderland.gov.uk)****and the named social worker**

Child's Voice – to be completed with the child

My name is:

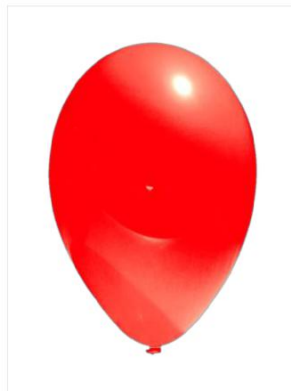
At school I am really good at...



I would like help with ...



My friends are...



After school or at the weekend

I like to...

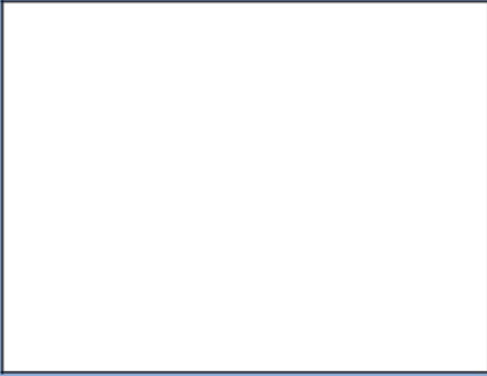


This is how I feel about school |

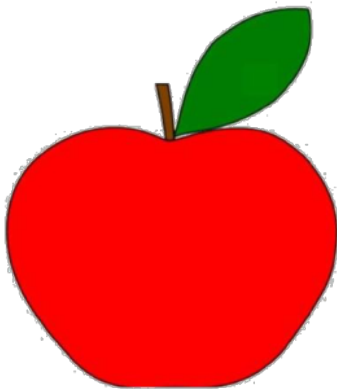
Please circle



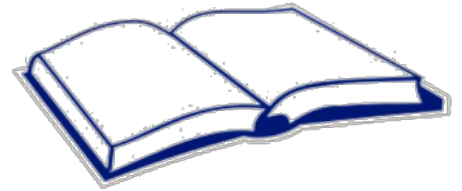
**My Favourite People are...**



**My Favourite Food is...**



**My Favourite Book is...**



**My favourite television programme is...**



**When I grow up I want to be...**



# Personal Education Plan

## Key Stage 2: Years 5/6

Core Information						
First Name		Social Worker	Name			
Last Name			Telephone			
Date of Birth		Educational Setting	Setting Name			
	Became LAC			Date of Entry		
	PEP Date			Name		
Current Address		Ethnicity of Child	Telephone			
	Telephone			Email		
<b>My Legal Status:</b>						
Tick as appropriate	Full Care Order (Section 31)		Interim Care Order			
	Accommodated (Section 20)		Other (e.g. Reg 24)			
<b>Who looks after me?</b>						
Setting	Names:			Contact details:		
At home						
In my education						
In health						
Other						
<b>My SEN / Additional Needs</b>						
SEN	Yes	No	Nature of SEN (Tick if any appropriate)			
Special Needs Identified			Cognition & Learning	Social, mental & emotional health	Communication & interaction	Sensory & /or physical
Statement / EHCP?						
How does the school support my identified needs?						
<b>My Attendance</b>						
Absences	% Total Attendance		% Authorised Absence		% Unauthorised Absence	
Current %						
Barriers to achieving good attendance						
Comments / Impact of interventions to improve						



attendance (where appropriate)						
My Academic Attainment						
ATTAINMENT	Reading		Writing		Grammar, punctuation, spelling	Maths
End of last year						
Current level						
Will I meet end of Year expectations?						
End of Key Stage 2 Target						
Access To Education						
I Am Attending School Full Time	Yes	No	<i>If the answer is 'NO, please outline the education timetable/time in school for a typical week in the pupil's current education</i>			
Summary of education access provided						
How can the school support me to move classes / schools?						
	Costs		Provision			
How does the school use Pupil Premium to support my needs?						
What impact has it had?						
Personal Education Plan Meeting						
PEP Meeting Location				Date of Meeting		
Present at the meeting						
Child						
Carer / Key worker						
Social worker						
Designated teacher						
Outline the child's strengths and achievements						

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Target and Personal Education Plan			
Review of my previous targets			
Target	Progress made against target	Achieved?	
Agreed new targets			
Target	Who will support?		Date of review
Date of Next PEP Meeting			
PEP Written By		Name:	Role:
Please send a copy to: <a href="mailto:Leanne.Greenlaw@sunderland.gov.uk">Leanne.Greenlaw@sunderland.gov.uk</a>			
<b>and the named social worker</b>			

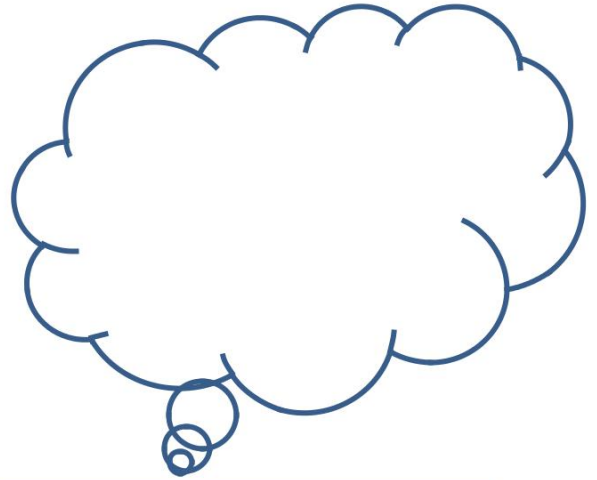


## My name is:

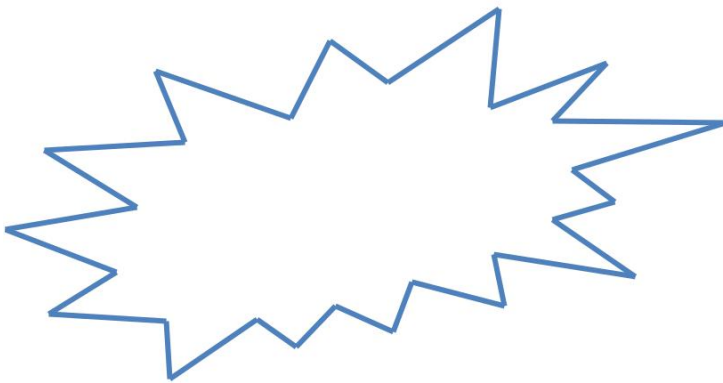
At school I am really good at...



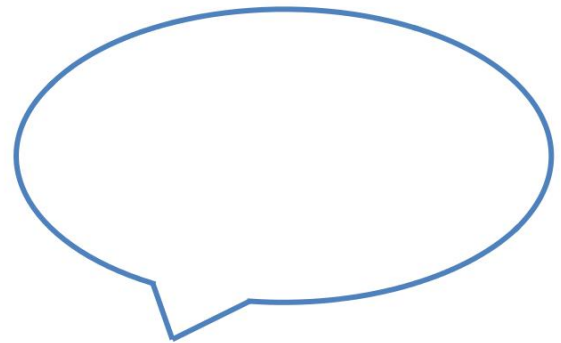
I would like help with...



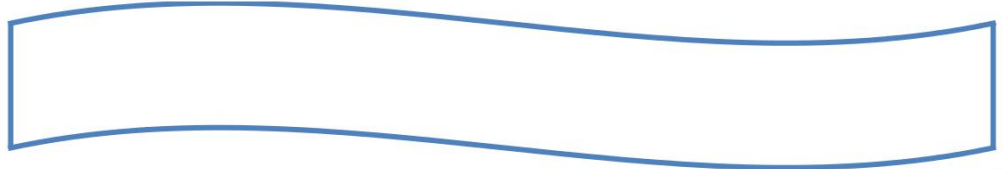
Sometimes I find it hard to...



After school or at the weekend I like to...



I am really proud of...

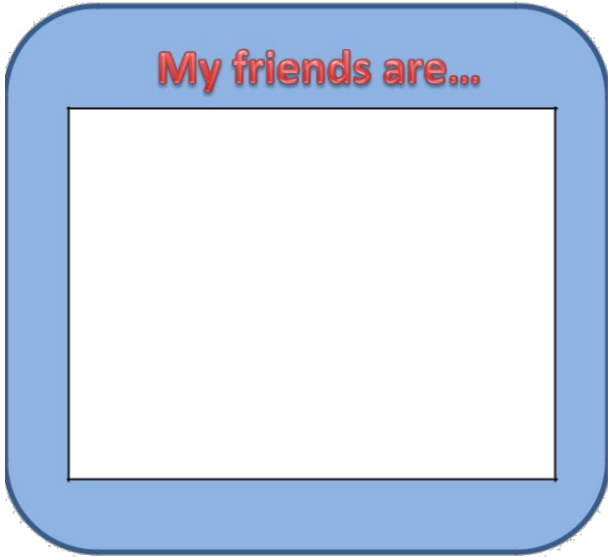


### This is how I feel about school |

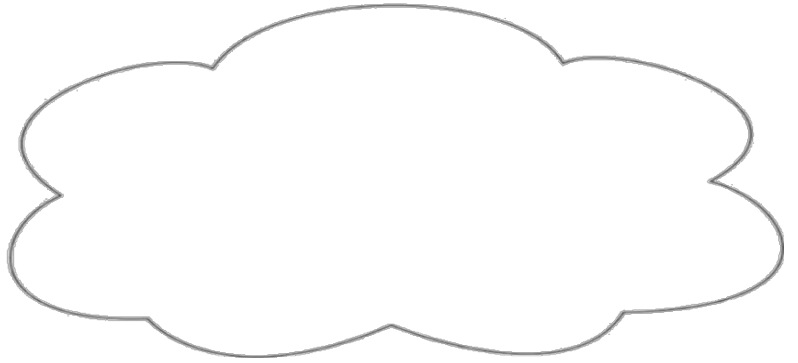
Please circle



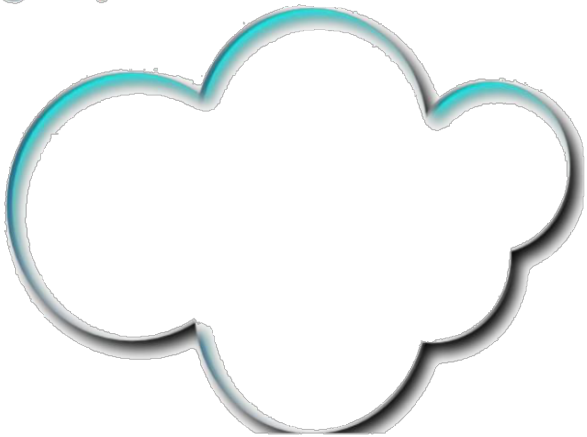
**My friends are...**



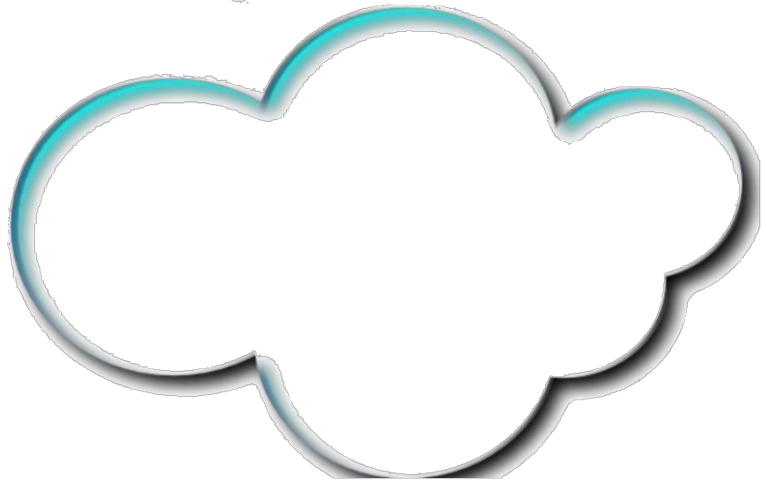
**The Adults I can Talk to are...**



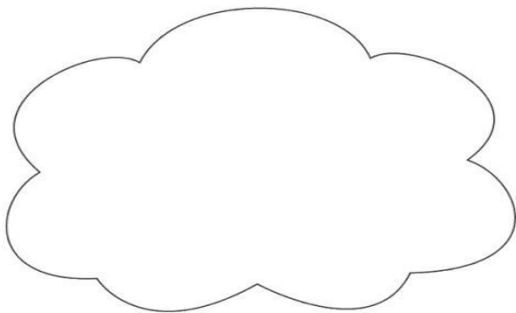
**I am a member of these groups:**



**I am looking forward to:**



**When I grow up I would like to be...**



**The things I might need for my new school are...**

