



Snape Wood Primary and Nursery School  
Excellence for All

**‘We are a small school that makes a big difference’**

**‘To provide excellence for all within a happy, safe, and stimulating learning environment’**

# **CHILDREN IN CARE POLICY**

<b> Snape Wood Primary and Nursery School</b>	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2024

## **SCHOOL POLICY FOR LOOKED AFTER CHILDREN (LAC)**

Snape Wood Primary School aims to promote the educational achievement and welfare of pupils in public care.

**Designated Teacher for LAC – Daniel Wright SENDCo**

**Governor with responsibility for LAC – Karen Shead**

This policy has been developed in consultation with Nottingham City Council Looked After Children and Care Leavers.

The governing body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes. This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004” (Nov 2005) and associated guidance on the education of LAC. We aim to contribute towards achieving the five outcomes of Every Child Matters, which is the Government’s aim for every child, whatever their background or their circumstances:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

**The aims of the school are to:**

- Ensure that school policies and procedures are followed for LAC as for all children
- Ensure that all LAC have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual’s needs and ability
- Ensure that LAC pupils take as full a part as possible in all school activities
- Ensure that carers and social workers of LAC pupils are kept fully informed of their child’s progress and attainment
- Ensure that LAC pupils are involved, where practicable, in decisions affecting their future provision

**Snape Wood Primary school Looked After Children policy**

## Who are our Looked After Children?

Children and young people become 'Looked After' either if they have been taken into Care by the local authority, or have been Accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parent(s).

LAC will have a care manager who arranges their care plan.

The governing body of Snape Wood Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of Looked After Children, when compared with their peers, and is committed to implementing the principles and practice, as outlined in DfE circular 0269/2000 and DfE/DOH Guidance 2000 and the Children Act (2004). The Children Act places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they are able to "achieve to and reach their full potential".

We recognise that, nationally, public care has significantly underachieved compared with their peers. We intend, through this policy, to promote the inclusion, well-being and achievement of looked after children at Snape Wood Primary School.

The Governing Body is committed in particular to implementing the joint guidance from the DfES and Department of Health on the education of young people in public care. This sets out six principles:

- Prioritising education.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.

The guidance introduced two key measures to improve the educational life chances for children in public care:

- Designated teachers for every school.
- Personal Education Plans for all pupils in public care.

The Governing Body will ensure that the school has a designated Senco and that the Senco is able to carry out his or her responsibility effectively.

## The Role of the Designated Teacher

The DfES and Department of Health guidance says that the designated teacher should be “someone with sufficient authority to make things happen... (who) should be an advocate for the young people in public care, accessing services and support, and ensuring that the school shares and supports high expectation for them”.

### Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer.
- In conjunction with the child’s social worker, ensure that a Personal Education Plan is completed within 12 weeks of the child joining the school.
- In conjunction with the virtual school and social worker ensure that the Personal Education Plan is reviewed every 6 months.
- Ensure that each pupil in public care has an identified member of staff that they can talk to. This need not be the designated teacher, but should be based on the child’s own wishes.
- Co-ordinate any support that is necessary within the school.
- Encourage pupils in public care to join in extra-curricular activities and out of school learning.
- Ensure as far as possible attendance at planning and review meetings.
- Ensure that staff in school receive relevant training, and act as an advisor to staff and to Governors.
- Set up urgent meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.

## The Responsibility of all Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of young people in public care.
- Ensure that all pupils in public care are supported sensitively.
- Respond positively to a pupil’s request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the designated teacher’s requests for information.
- Work to enable pupils in public care to achieve and success within school.
- Promote the self-esteem of all pupils in public care; maintain confidentiality; and ensure that no child in public care is stigmatised in any way.

## Responsibilities of the Governing Body

The Governing Body will:

- Ensure that the school has a designated teacher, and that the designated teacher is able to carry out his or her responsibilities.

- Support the Head, the designated teacher and other staff in ensuring that the needs of the pupils in public care are recognised and met.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of pupils in public care.
- Nominate a Governor to take special interest in this area of the school's work.

## **Responsibility of the Nominated Governor**

The nominated Governor will liaise with the designated teacher and report to the Governing Body on an annual basis:

- The number of looked after pupils in school.
- Their attendance as a discreet group, compared to other pupils.
- Their SAT scores as a discreet group compared to other pupils.
- The number of fixed term and permanent exclusions.
- The destinations of pupils who leave the school.

The information for this report will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.

The nominated Governor will also ensure that the school's other policies and procedures give looked after children equal access in respect of:

- Admission to school.
- The National Curriculum and public examination.
- Additional educational support where this is needed.
- Extra-curricular activities.
- Life experience and careers guidance.

## **Training**

The Head Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.

## **Related Policies**

Admissions Policy

School Code of Conduct

Behaviour Policy

Safeguarding Policy

Home School Agreement

Anti-Bullying Policy

Equality and Diversity Policy

SEND and Disability Policy