



PORTHCAWL COMPREHENSIVE SCHOOL POLICY FOR LOOKED AFTER CHILDREN (LAC)

PREAMBLE

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being, in line with *Every Child Matters*.

Who are Looked After Children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term '**in care**' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are '**accommodated**' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school.

All these groups are said to be '**Looked After Children**' -LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

Helping Looked After Children succeed and providing a better future for them is a key priority for Porthcawl Comprehensive School.

POLICY

The school's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- prioritising education;
- promoting attendance;
- targeting support;
- having high expectations;
- promoting inclusion through challenging and changing attitudes;
- achieving stability and continuity;
- early intervention and priority action;
- listening to children;
- promoting health and well being.;
- reducing exclusions and promoting stability; and
- working in partnership with carers, social workers and other professionals.

PROCESS

The school is committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

Responsibilities

a. The Governing Body

The Governing Body is committed to providing quality education for all pupils and will, therefore:

- give priority consideration to Looked After Children in the school's oversubscription criteria - in line with the *Education (Admission of Looked After Children) (England) Regulations 2006* and the *School Admissions Code 2007*, which require admissions authorities to give top priority for admission to LAC in their oversubscription criteria;
- ensure a Designated Teacher for Looked After Children is appointed and enabled to carry out the responsibilities set out below, and given appropriate training to enable him/her to carry out this function;and
- identify a governor as a Nominated Governor for Looked After Children, and give appropriate training to enable him/her to carry out this function.

b. The Head (Mr. K.E. Dykes)

The Head will ensure that the needs of Looked After Children are given appropriate priority. The Head will ensure that the programme put in place by the designated teacher raise awareness of and challenges negative stereotypes about LAC.

The Head and Leadership Team will give appropriate support to the designated teacher.

c. The Designated Teacher (Mrs. J. Sloggett)

The designated teacher for Looked After Children will:

- ensure that suitable programmes are in place to achieve the aims of this policy;
- ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every looked after child;
- investigate any causes of concern and any individual cases;
- propose appropriate responses to the relevant staff;
- liaise with the nominated governor; and
- ensure that staff are appropriately trained.

PROCEDURES

Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. Any explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education. It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a named teacher/carer prepares the child for situations where they might be asked about home, eg by other pupils in the playground. How this is shared with them clearly depends on their age and understanding.

Communication with Other Agencies

Ideally, the Social Worker and the Designated Teacher for 'Looked After Children' should meet when the young person becomes looked after, or when they join the school. The child's progress and circumstances are then to be shared.

The Designated Teacher will ensure that a copy of all reports (eg end of year) are forwarded to the young person's Social Worker in addition to, for example, the foster carer or residential Social Worker.

The school, the LACE team and the Social Services Department should endeavour to co-ordinate their review meetings, eg to have an Annual Review of a Statement combined with a Statutory Care Review. Social Services, the LACE team and the school will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, eg if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Assessment, Monitoring and Review Procedures

Each looked after pupil will be given a Personal Education Plan (see Appendix A). This will identify specific areas of concern and achievable targets.

Areas for consideration will include:

- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Relationship to Care Plan
- Special Needs (if any)
- Development Needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long term plans and aspirations (targets including progress, career plans and aspirations)

Links with other policies

This policy links with a number of other school policies and documentation and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

- Oversubscription criteria in the Admissions Policy;
- The School Code of Conduct;
- Behaviour Policy;
- Discipline Policy;
- Home School Agreement;
- Anti-Bullying Policy;
- Equal Opportunities Policies;
- Child Protection Policy; and
- Special Educational Needs Policy.

Equal Opportunities

It is the responsibility of all staff to ensure as far as is reasonably practicable that Looked After Childrens' needs are taken seriously and given appropriate priority.

Monitoring and Review

The designated teacher and nominated governor will keep the working of the policy under review and will report to the Head and governing body and to the staff on the working of the policy and the outcomes in terms of LAC welfare and academic results.

Appendix A



PERSONAL EDUCATION PLAN (P.E.P.)

Key Stage 4

AGE 14-16 YEARS

Name:

DOB:

Completed PEP Date:

Name of Social Worker:

To complete by (7 days):

Name of Designated
Teacher:

Mrs Jane Sloggett

To complete by (14 days):

Name of School:

Porthcawl Comprehensive School

Next LAC Review Date:

PEP Review Date:

UPN No:

PEP in
compliance

Y

Fully Completed	y	
-----------------	---	--

Guidance Notes to complete a Personal Education Plan

These notes need to be read in conjunction with the National Assembly for Wales Circular 2/2001 and Guidance. Sections 4.7 to 4.13 being particularly relevant to Personal Education Plans.

The Personal Education Plan (PEP) is intended to strengthen joint working and corporate parenting. This proforma applies to children/young people at any of the Key Stages of the National Curriculum. The PEP should be agreed within the 20 school days of the child entering care or joining a new school.

The PEP should be reviewed concurrently with the Care Plan at 28 days, 3 months, 6 month reviews. Then thereafter at a minimum of every six months.

Designated teachers will be expected to ensure that each looked after child/young person has a PEP and to assume management at school level.

SECTION A	Social Worker to complete (including front page)
SECTION B	Social Worker to complete
SECTION C	School to complete
SECTION D	School to complete
SECTION E	School to complete with the young person
SECTION F	School to complete
SECTION G	School to complete with the young person
SECTION H	School to sign and date

PLEASE RETURN THE COMPLETED PEP IN THE SPECIFIED TIMESCALE TO:

Bev Jones, LAC Education Co-ordinator, The Highwayman Inn, Unit 4, Castle View, Bridgend
CF31 1NJ

SECTION A - Personal Details

Full Name:

DOB:

Gender:

Ethnic Origin:

First Language:

Became Looked After Date:

Also known as (if applicable)

SECTION B - Care Details

1.

Name of Carer/Key Worker:

Current Address:

Telephone Number:

Please name anyone for whom contact is prohibited

2. Parents Details (if different from above)

	Mother	Father
Parent(s)	<input type="text"/>	<input type="text"/>
Current Address:	<input type="text"/>	<input type="text"/>
Telephone No:	<input type="text"/>	<input type="text"/>
Contact with parent (i.e. Can pick up child from school etc.)	<input type="text"/>	

3. Placement Type (please place x in box)

At Home Foster Care Friends Relatives Residential

4. Legal Status (please place x in box)

ICO CO Section 20

5. Social Worker

Name of Social Worker:

Team Manager:

Telephone Number:

Fax Number:

E-mail Address:

6. Communication

Emergency Contact:

Permission for school trips to be given by:

7. Care Plan - Please give a brief Summary

8. Other Agencies Involved (please place X in box and specify contact *name* and *number*)

AGENCY	(x)	CONTACT DETAILS
Speech and Language Therapy		
Occupational Therapy		
Physiotherapy		
Educational Welfare Service		
Taith		
Educational Psychologist		
Child & Mental Health Service		
Paediatrician		
Counsellor		
Counsellor		
Youth Offending Service		
LACE		
Other:		
Other:		

SECTION C - School Details

1.

School Name:

Porthcawl Comprehensive School

Date Started at your school:

Designated Teacher:

Telephone Number:

Fax Number:

E-Mail:

Can you receive and complete future PEPs via e-mail Yes

Is the Pupil educated outside the Authority? No

2. School History

School Name	Date Started	Date of Leaving

3. Attendance so far for this academic year

TERM	ACTUAL	POSSIBLE	AUTHORISED	UNAUTHORISED
Autumn				
Spring				
Summer				

% Attendance Previous Academic Year

Target % Attendance for current Academic Year

Exclusions

Fixed Term (dates)

Permanent (date)

SECTION E - Target Setting

Identified Targets (This section must be completed. Please specify any short, medium or long-term targets. If the child/young person has an IEP, this can be inserted here in its place but this page should still be signed by the relevant parties.)

Date:

Plan:

Identified educational targets.

For example - cultural, literacy, numeracy, study skills, behaviour, organisational skills, handwriting, etc.

TARGET	ACTION BY WHOM	BY WHEN	DATE COMPLETED

SIGNATORIES - Please sign to confirm you agree with the targets which have been set.

Young Person:	School: Jane Sloggett	Social Worker:
Carer:	Parent:	Other (please specify):

SECTION F - Additional Support

(If this Section is not applicable, please go to Section G)

6. Additional Needs

Please indicate which level (if any) of the SEN Code of Practice the child's at:

School Action School Action Plus Statemented

Nature of Educational Need? (please specify)

Is there any additional support provided? (please specify):

7. Alternative Provision

Please specify (if appropriate) e.g. Partnership Programme, work placement, funded project etc.

SECTION G - My Contribution

My Contribution

After Year 11 I would like to (please place x in box)

Continue at School:

Go to College:

Seek Employment:

Other:

Please
specify

Do you have a particular career/job in mind?

Yes

No

If yes, what?

What can be done to help you work towards your post 16 plan/career aspirations?

SECTION H - Signatories

Designated Teacher to sign and date below:

Signed	Name	Date:
	Jane Sloggett	

N.B. Please attach other current plans (place x in box)

IEP

Pastoral Support Plan

Transition Plan

Careers Plan

School Report

Other (Please specify below)

SUMMATIVE RECORD

Tracking the educational progress of children looked after by:

BRIDGEND COUNTY BOROUGH COUNCIL

NAME:						ALSO KNOWN AS	
DATE OF BIRTH							
YEAR GROUP	SCHOOL YEAR	SCHOOL/COLLEGE ATTENDED	DATE ADMITTED	NO DAYS WITHOUT EDUC. PROVISN	DATE LEFT	SEN STAGE	ATTEND RECORD
							% School sessions attended
R							
Y1							
Y2							
Y3	2003/04						
Y4	2004/05						
Y5	2005/06						
Y6	2006/07						
Y7	2007/08						
Y8	2008/98						
Y9	2009/10						
Y10	2010/11						
Y11							
Destination at 16+							
Continue record for those in full time education:							
Y12							
Y13							