

# Wicklewood Primary School and Nursery



## Looked After Children Policy

### **Responsible Person**

The person for the updating of this policy is: The Headteacher

### **Review and Monitoring**

This policy will be reviewed every year by the raising standards committee.

### **Reviewed:**

Signed: Peter Meacock (Chair)                      Date: 1.11.17

Signed: Julia Brooks (Headteacher)              Date: 1.11.17

Next Review due: Autumn 2018

## Wicklewood Primary School Policy Statement on Looked After Children

### RATIONALE

We believe at our primary school that all children have a right to receive an education appropriate to their individual needs. We aim to present the curriculum through an interesting and challenging programme of work and we endeavour to encourage our pupils to develop cooperation, self-discipline and perseverance. We strive to promote the enjoyment of education for all children.

With this end in mind, this policy statement seeks to clarify how we will support the learning and development of looked after children in our school.

### AIMS

- To ensure that effective planning is undertaken for any looked after child
- To ensure that we work in collaboration with appropriate agencies on behalf of these children
- To ensure that each looked after child has a personal education plan
- To ensure that we offer each looked after child the support and education that is well matched to their needs.

### IMPLEMENTATION

The SENCo is the designated teacher for looked after children.

The designated teacher should

- have lead responsibility for helping school staff to understand the things which affect how looked after children learn and achieve.
- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.
- make sure all staff are aware of relevant information regarding looked after children in school, giving due consideration to confidentiality and privacy. The designated teacher will act as the liaison between the school and other agencies.

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When a looked after child joins the school, the following actions will be implemented to ensure the best outcomes:

- Information from the previous school will be obtained quickly
- Particular thought will be given to how the child may be helped to settle in quickly, including asking the child what they think will help
- The class teacher will support the child. Where appropriate the class teaching assistant and in school counsellor will be included in relevant dialogue about the welfare of the child.
- Attendance will be carefully monitored
- Within the first half term, a clear picture of academic attainment will be formed, and appropriate targets set
- We will seek to identify and support extra curricular activities
- A personal education plan will be drawn up with the family's social worker and regularly revised
- Regular communication between relevant agencies (eg carer, social worker) will be instituted
- The designated teacher will attend all Reviews
- Looked after children will be routinely raised at staff meetings and their needs prioritised (see Questions for Discussion)
- We will endeavour to ensure that the curriculum (both formal and hidden) is sensitive to the needs of the looked after child
- The prospect of bullying will be openly acknowledged and systems for monitoring and addressing will be put in place
- Expectations for academic achievement will be appropriate and conveyed to the child
- We will take all necessary measures to avoid exclusion
- All staff who work closely with the child will be supervised closely and, if necessary, offered appropriate training.

### EXPECTATION OF STAFF

At Wicklewood Primary School and Nursery, all staff deal with children in a positive, sensitive and timely manner; where looked after children are concerned, this will be especially the case. Particular importance will be placed upon confidentiality.

The SENCo, class teacher, social worker and parents / carers will be responsible for the writing of the personal education plan and all staff will be made aware of it, and of any issues that have whole school implications. The deputy head teacher/SENDCO- will have overall responsibility for the monitoring of looked after children; the SENCo will be involved in providing additional support as required.

Policy statement drawn up in accordance with Norfolk County Council Guidelines

## QUESTIONS FOR DISCUSSION

### Observation and analysis

Thinking about the child or young person:

1. What behaviours cause concern?
2. Do these behaviours indicate that the child or young person has difficulty with:
  - Regulating stress?
  - Becoming hyper-aroused, or dissociated, or alternating between the two?
  - Regulating impulse, shame or rage?
  - Processing information and making sense of the world?

### **Assessing needs**

What does this child or young person need in order to become more able to self-regulate and make sense of the world?

Use the nine point curriculum to structure the discussion about what the child needs.

### **Assessing resources**

Thinking about the child or young person as part of your school community:

1. Who are the members of the team supporting the education of this child or young person?
2. What do each of these people need in order to support the child most effectively?
3. What resources are currently available to enable the team supporting the child to work effectively?