



Children who are Looked After Policy

January 2023 (v3)

Children who are Looked After Policy

Beliefs and Values

At Melin Primary School we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.

Melin Primary School respects the Rights of the Child and firmly believes that it contributes positively to both the four purposes of our curriculum, but also our vision as a school. This policy supports these aims through the following rights:

- Article 1 Everyone under 18 has all these rights.
- Article 3 All adults should always do what is best for you.
- Article 8 You have the right to an identity.
- Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.
- Article 28 You have the right to education.
- Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment

Aims

Melin Primary School believes that in partnership with Neath Port Talbot County Borough Council, as Corporate Parents we have a duty to safeguard and promote the education of Children who are Looked After.

- To provide a safe and secure environment, where there is belief in the abilities and potential of all children.
- To support our Children who are Looked After and give them equal access to every opportunity to achieve their potential and to enjoy learning.
- To fulfil our schools' role as corporate parent, to promote and support the education of Children who are Looked After (pupils looked after by Neath Port Talbot County Borough Council and/or other authorities).
- To ensure that all school policies and procedures are inclusive to and followed for Children who are Looked After.

Organisation and Leadership

The Head Teacher will:

- Nominate a designated teacher for Children who are Looked After who will act as an advocate and co-ordinate support

- Ensure that a school governor is nominated to oversee that the needs of Children who are Looked After in the school are taken into account at a school management level and to support the designated teacher.
- Arrange time out for the designated teacher to attend where appropriate training and statutory review meetings.
- Ensure that the NAFW Guidance 2/2001 is incorporated into school policy.
- Adhere to the local authority school admissions policy.

The Designated Teacher will:

- Maintain (with the support of electronic systems i.e. Integrated Children System) an up to date record of all pupils who are looked after on the school roll.
- Track and monitor progress of individual pupils who are looked after.
- Ensure educational information is transferred speedily between agencies, new schools and individuals.
- Liaise with the Social Worker to ensure that there is a Personal Education Plan for each child pupil looked after, to include appropriate targets.
- Ensure the school shares and supports high expectations for Children who are Looked After.
- Ensure a culture of positive collaboration is fostered. Where communication difficulties arise with social workers or foster carers, contact is made with the Education Co-ordinator for Children who are Looked After.
- Ensure a home-school agreement is drawn up with the carer.
- Ensure that Children who are Looked After, along with all children are listened to and have equal opportunity to pastoral support in school.
- Ensure the child's educational needs are identified in consultation with his/her teacher(s) in order to address them by setting realistic challenges and academic targets. Where appropriate access additional support of the CLA Education Services.
- Ensure the school is represented at the CLA reviews and/or the schools consultation document is completed and returned to the Independent Reviewing Officer.
- Ensure any issues arising that might threaten the school placement are addressed without delay. All steps should be taken to prevent exclusion, including the implementation of a Pastoral Support Programme, referral for behaviour support, involvement of the Education Welfare Service.

School staff and Governors will:

- Support the local authority in its statutory duty to promote the educational achievement of pupils who are looked after.

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the school's assessment system as part of our formative assessment procedures. The skills

outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Monitoring, Evaluation and Review

This policy will be reviewed as part of the nine term self evaluation procedure or changes to statutory orders, whichever is sooner.

T. Richards

January 2023