

# PORTFIELD SCHOOL & SATELLITE CENTRES



## POLICY DOCUMENT FOR LOOKED AFTER CHILDREN



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Welsh Network of Healthy School Schemes



Welsh Heritage Schools Initiative



Menter Ysgolion y Drefadaeth Gymreig



**Review of Policy**

This policy will be reviewed annually unless changes of circumstances or legislation requires it to be amended earlier.

Signed: .....  
Headteacher

Date: .....

Signed: .....  
Chair of Governors

Date: .....

# **Portfield School**

## Mission Statement

Working together    Learning together    Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart of all policies and practices
- Portfield School is a Rights Respecting School

## **Looked After Children**

Portfield School is an investor in all children, including those who are defined as looked after children.

### **Definition of a Looked After Child (LAC)**

The term 'looked after' in schools encompasses two distinct categories of children: those provided with accommodation and those who are 'in care'.

### **Children who are Accommodated**

Accommodation is one of the services that local authorities have a duty to provide for children in need under Part III of the Children Act. This may be arranged with friends or relatives, in foster care or somewhere else suitable. Parents retain full parental responsibility and can take their children home at any time.

### **Children who are under a care order**

One route into the care of the local authority is by a court order, made to safeguard children who are, or likely to be, at risk of significant harm. Where harm can be attributed to a failure in parental care or the child being beyond parental control, the local authority may go to court for a care order.

A Care Order provides a local authority with shared parental responsibility for a child. Social Services have a duty to the children that they look after to make sure that they have somewhere suitable to live, the care and the material support that they need to keep them safe, and to promote their welfare.

The Children Act 1989 and Children Act 2004 place a duty on local authorities to ensure that all the identified needs of the children are met when they are accommodated by the local authority and placed away from their birth family. The local authority must ensure LAC are not only properly cared for, but also receive appropriate health care and appropriate education so that they achieve their potential.

Once a local authority has taken the profound decision to remove a child short term or long term, from his or her family, it is the duty of the whole authority to 'safeguard and promote his welfare' (Children Act 1989 S22 (3a)). The whole authority includes local education authorities and schools. This is called Corporate Parenting.

### **The Role of the School**

When pupils are 'accommodated', the school will keep records of where pupils are accommodated, but will treat parents in the same way as if their children were still living with them.

The school has a designated person who is responsible for looked after children – the Headteacher, who has overall responsibility for liaison with Social Services and with the named senior officer. Mrs Wyn Harries, the LAC Co-ordinator for Pembrokeshire, acts as "champion" for children in the LEA's education department. Day to day responsibility lies with class teachers.

### **THE IMPORTANCE OF EDUCATION**

**"Valuing and supporting the education of looked after children is the single most important contribution a corporate parent can make to their lives, because it is about investing in and caring about the future, and recognizing that education is their passport to better life chances." (WAG)**

The Welsh Assembly Government (WAG) is committed to raising standards for all children. Higher expectations of children who are looked after is essential. WAG has provided funding to help authorities to raise educational achievement of LAC.

The principles of corporate parenting in which the school is involved are:

- Prioritising education
- Having high expectations
- Listening to children
- Early intervention and prioritising action
- Inclusion – challenging and changing attitudes to keep children at school.

The school must make every effort to provide each looked after child with the educational opportunities to fulfil his/her potential. Sometimes, LAC have a lot of emotional baggage that disrupts their schooling, but with appropriate support and staff working together to help this vulnerable group, their life chances should be improved. As corporate parents we must invest in these children.

The school is responsible for providing for the educational needs of the child. In order to do this, information needs to be shared by all appropriate agencies. Knowledge about the child's educational background in terms of names of schools, dates and changes of schools, educational attainment and scores, transitional planning and special educational needs will need to be gathered and will form the basis of the Personal Education Plan (PEP) for that child.

The designated teacher's responsibility is to:

- Keep a list of looked after children (LAC) in the school
- Ensure speedy transfer of education information between the agencies and individuals.
- Act as a resource and advocate.
- Ensure pupils' views are sought and opportunities are provided for pupils to discuss their views.
- Attend training on LAC guidance.
- Ensure that staff, have relevant information/training, and positively promote the education of LAC.
- Ensure every LAC has a Personal Education Plan (PEP) which is up to date and presented at each LAC review (usually every 6 months).

### **Personal Education Plans (PEP)**

It is a STATUTORY requirement for all LAC to have a PEP within 20 days of entering care or joining a new school. This is initiated by the social worker in contact with the designated teacher. PEPs ensure access to services and support. They improve communication between agencies and contribute to stability. They detail the respective roles and responsibilities of those involved with the child

PEPs minimize the disruption caused through having to move schools. They indicate particular needs and establish clear goals and act as a record of progress.

They note academic scores and track progress. Targets are set for the school, child and carer that will assist the child's progress. PEPs are measure by WAG and ESTYN.

The PEP used in Pembrokeshire follows the All Wales model. It can include the child's latest school report for parents and the child's IEP or Statement of Special Needs if appropriate.

The PEP is reviewed regularly in preparation for the statutory review, and includes the class teacher and the child's views. The designated LAC teacher will be invited to attend the statutory LAC review and report on the child's educational progress and targets for future study.

***“Children in public care are our children. We hold their future in our hands and education is the key to that future.”***

***DfES 2000***

- Appendix 1: LAC flow-chart
- Appendix 2: Pembrokeshire's Personal Education Plan (PEP)
- Appendix 3: List of LAC in Portfield School as of September 2017
- Appendix 4: PCC Guidance for Authorities/Organisations wishing to place children & young people in Public Care

## APPENDIX 1 - LAC Flow Chart

Corporate parenting means working together to help LAC fulfill their potential

Contact can be regular with various family members, or there can be very little contact, by letter maybe or directed by the court. Contact can be a big issue for the child or young person

LAC will be placed with foster carers by the authority's Family Placement Team who are based in Pembroke Dock. Each foster placement will have a supporting social worker. Sometimes LAC will be placed by the team with private foster agencies. These agencies will provide support for the child and the foster placements. FPT = 01437 774677

LAC all have a health plan drawn up when they come into care with Sonia Edwards – LAC Specialist nurse. LAC also have Looked After medicals and should be prioritized for services.

Sonia = Withybush 01437772341

**Birth Family**

**Foster Placement**

**Health**

**Looked After Child**

Private foster Agencies eg :-  
Pathway Care  
PICS  
Foster Care Associates

**Education**

**Social Worker**

All LAC should have a **Personal Education Plan** in place within 20 days of placement. This involves linking with the schools both inside and outside Pembrokeshire to assess the LAC's educational needs and decide if support is needed. PEPS will be discussed in the LAC Review meeting.

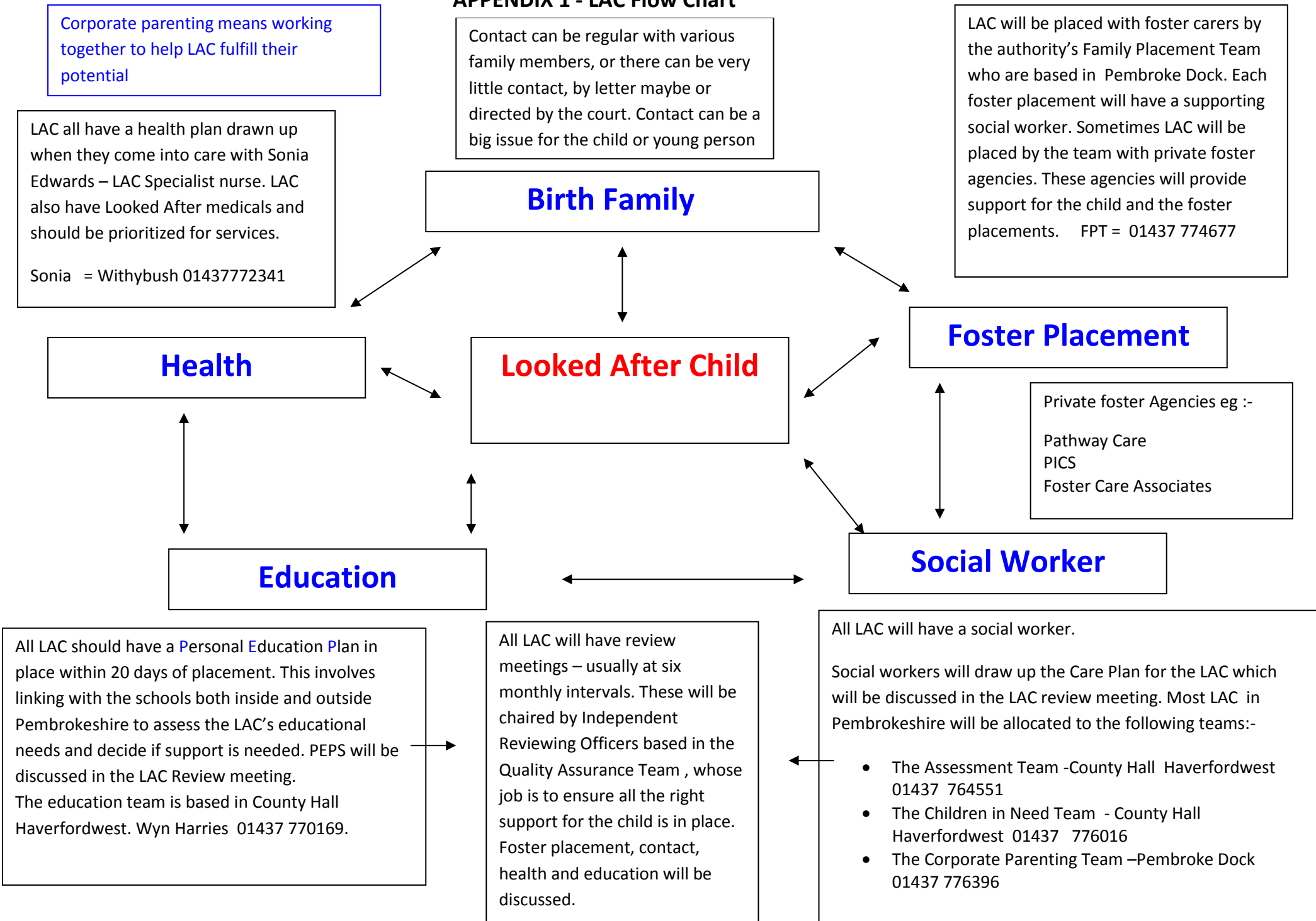
The education team is based in County Hall Haverfordwest. Wyn Harries 01437 770169.

All LAC will have review meetings – usually at six monthly intervals. These will be chaired by Independent Reviewing Officers based in the Quality Assurance Team, whose job is to ensure all the right support for the child is in place. Foster placement, contact, health and education will be discussed.

All LAC will have a social worker.

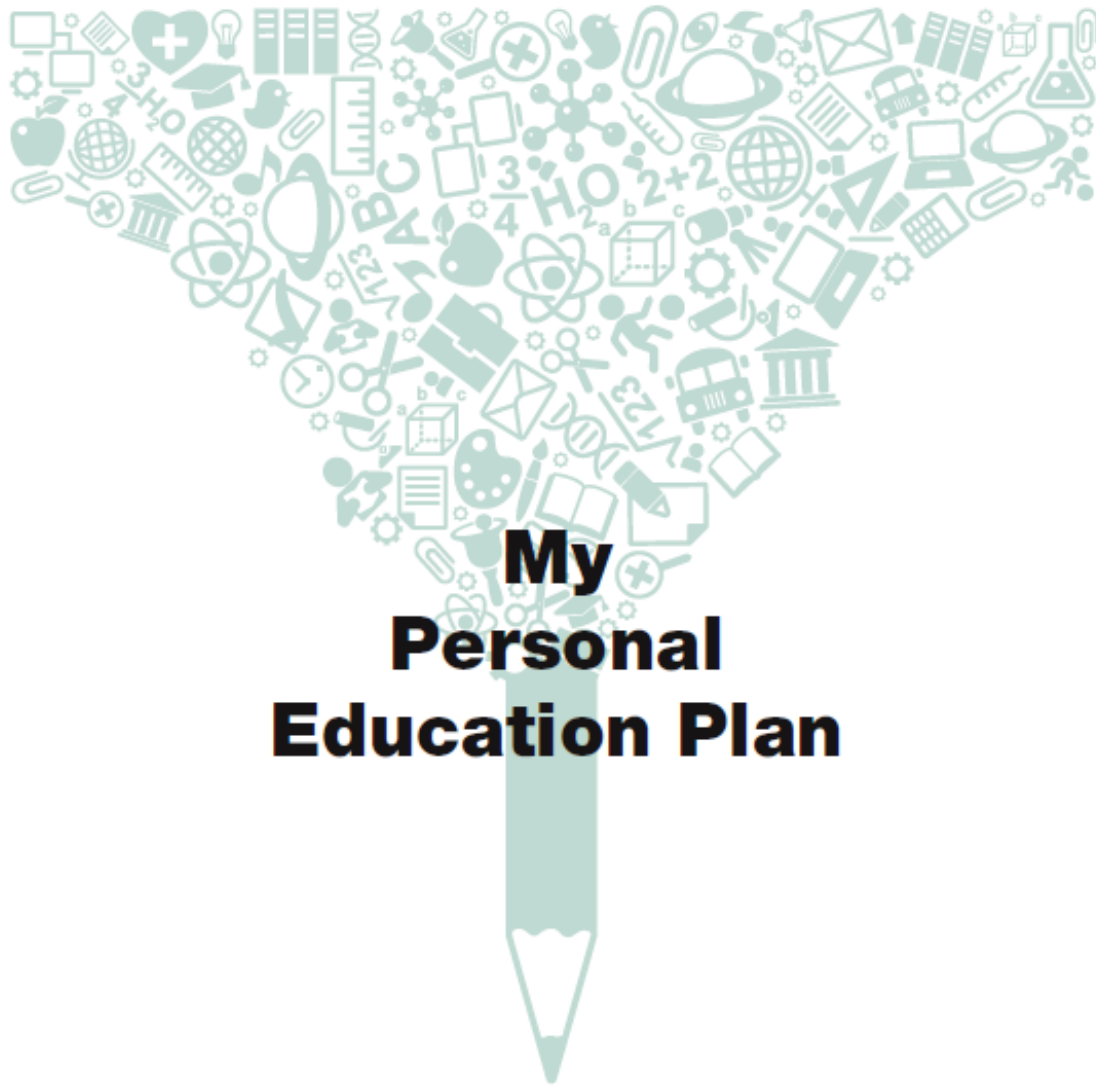
Social workers will draw up the Care Plan for the LAC which will be discussed in the LAC review meeting. Most LAC in Pembrokeshire will be allocated to the following teams:-

- The Assessment Team -County Hall Haverfordwest 01437 764551
- The Children in Need Team - County Hall Haverfordwest 01437 776016
- The Corporate Parenting Team –Pembroke Dock 01437 776396



**APPENDIX 2**

**PERSONAL EDUCATION PLAN (PEP)**



This PEP  
was written on:

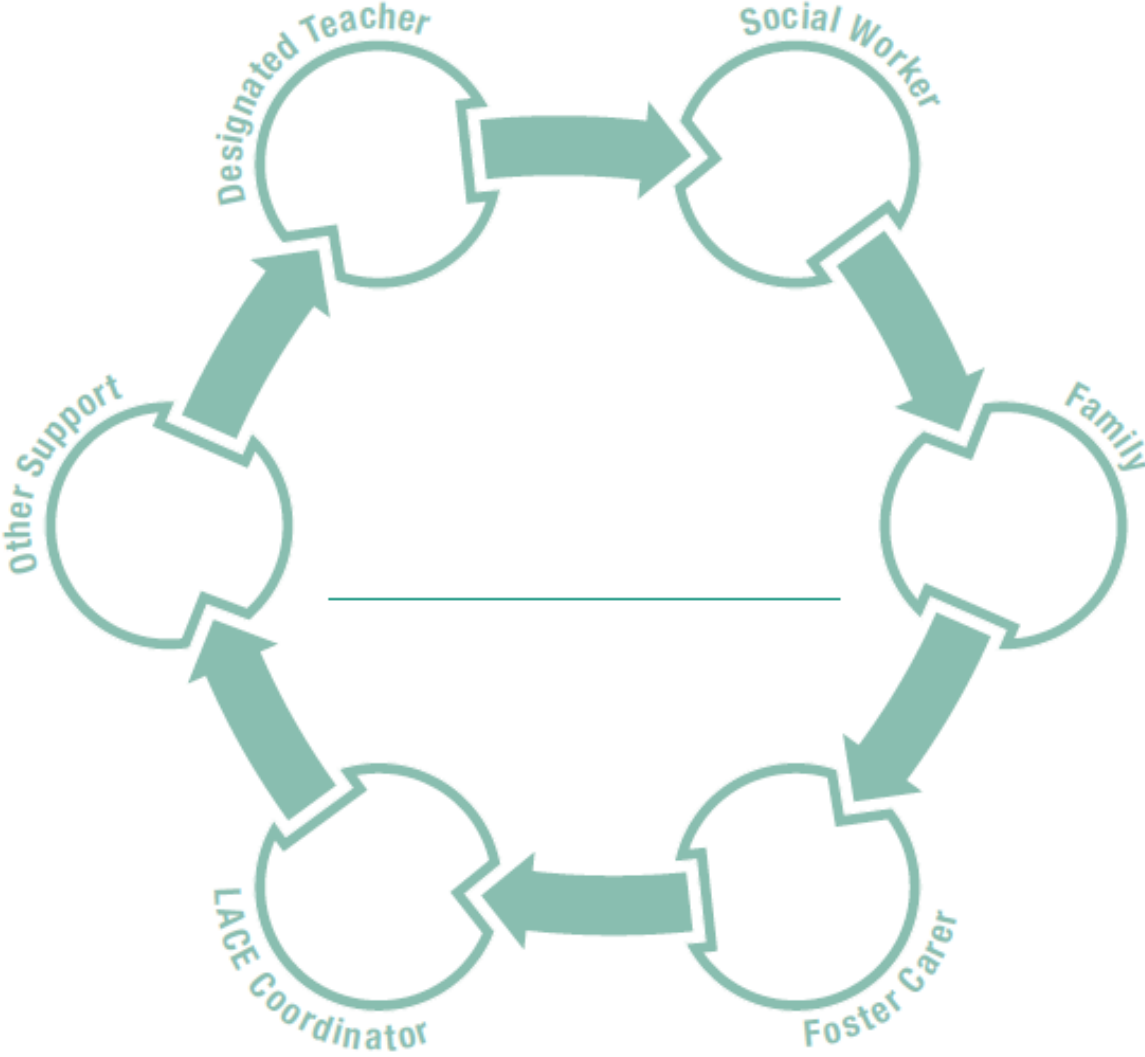


This PEP  
will be reviewed on:

[www.pembrokeshire.gov.uk](http://www.pembrokeshire.gov.uk)



# WHO SUPPORTS ME





# My Day in School



**I like these subjects because**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teachers need to know this about me**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who I can talk to in school**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WWW? - (What Works Well)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EBI? (Even Better If)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How I feel about my work at school ?**



**How I think my teachers feel about my work ?**

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

**What I am aiming for after school?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Who can help me with this ?**

\_\_\_\_\_  
\_\_\_\_\_

# Information about Me

## Health

**I SEE :-**

School Nurse

GP

Withybush

School Counsellor

Anyone else

## Contact

**I HAVE CONTACT WITH :-**

on

How do I feel about it?

## School Information

Parents evening dates.

Who I would like to attend.

Who can sign permission for me

My Legal Status

## Out of School

In my spare time I like:-

## Schools I Have Attended

**Name of school, dates and contact details:-**

1. School:

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Contact Details:

---

2. School:

---

Contact Details:

---

3. School:

---

Contact Details:

---

4. School:

---

Contact Details:

---

5. School:

---

Contact Details:

---

6. School:

---

Contact Details:

---

7. School:

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Contact Details:

---

8. School:

---

Contact Details:

---

9. School:

---

Contact Details:

---

Attendance:  %

**Attainment:**

End of last KS levels:

Core Subject indicator for this KS

Annual National Test Results and date

Literacy (SS) Numeracy (SS) Non Verbal ( SS)

**SEE 6 WEEKLY ASSESSMENT ATTACHED.**

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Use this space to outline any additional support/ intervention given in school and how it is organised. Are any specific materials/methods needed ?

How is PDG/LAC spent ?

Where is this child in relation to his peers ?

What can parents/carers do to help educational progress ?

**SA & SA+ - Please attach IEP. Please Attach Statement**

# My Targets For The Next Review

Date of Next Review

What?	When?	Who?
1	1	1

What?	When?	Who?
2	2	2

What?	When?	Who?
3	3	3



**APPENDIX 3**

Looked After Children: As at September 2017 there are 6 girls and 4 boys.



## APPENDIX 4

### PEMBROKESHIRE COUNTY COUNCIL GUIDANCE FOR AUTHORITIES/ORGANISATIONS WISHING TO PLACE CHILDREN AND YOUNG PEOPLE IN PUBLIC CARE WITHIN PEMBROKESHIRE SCHOOLS

#### 1. Background and Current Situation:

- i) There has been a significant growth in the number of children and young people in public care (Looked After Children) placed in Pembrokeshire by other Local Authorities.
  
- ii) The National Assembly Circular 2/2001 – Guidance on the Education of Children Looked After by Local Authorities – was issued at the end of 2001. This guidance provides clear information on the responsibilities of the “originating” Local Authority.

“The originating authority is responsible for the decision to place the child out-of-authority. It should not place children without ensuring that their care, health and education needs will be met appropriately in .....(section 5.11).”

*This is supported by Towards a Stable Life and Brighter Future June 2007*

The County Council is implementing a strategy for managing and monitoring these placements in the best interests of these children and young people. This will involve named officer contacts within Pembrokeshire County Council.

This strategy complies with the 1989 Children Act Guidance and Regulations Volume 3: Family Placements (5.61)

*“Where a child is placed by a local authority (the responsible authority) under these regulation in the area of another local authority (the area authority) the responsible authority should inform the area authority of the placement and provide sufficient information for the area authority to be able to complete their register in accordance with the arrangements for Placement of Children (General) Regulations.*

*The responsible authority should also notify the other relevant authorities such as the district health authority, the local education authority etc of the placement and arrangements for supervision etc (Regulation 8 (1). The core plan should identify the child's needs – including educational needs”.*

- iii). The County Council holds a register for these children within the Child Care Service the manager responsible for this register is: Linda Crawford LADO, Quality Assurance Team, County Hall, Haverfordwest. Half termly meetings between social care, Health and Education.
- iv). Under the Children Act (1989) the responsible authority also has to notify the relevant health and education agencies:
  - a) The Local Health Board lead Commissioner for Children is Caroline Oakley,
  - b) The Hywel DDA NHS Board lead Manager for Children's Services is Isabel Hall,
  - c) The County Council's Education lead is Kate Evan Hughes, Pembrokeshire County Council, County Hall, Haverfordwest, Pembs, SA61 1TP.
  - d) Advisory Teacher with responsibility for Looked after Children – Wyn Harries, Pembrokeshire County Council, County Hall, Haverfordwest, Pembs, SA61 1TP.

## 2. Procedures for Admission of all Children and Young People in Public Care:

These are based on the basis of the principle that successful placements are more likely to occur if they are properly planned. Implementation should ensure that appropriate arrangements are in place for pupils placed by an originating authority in schools

- (i) Any request for admissions to school must be directed to the Admissions Officer in County Hall, Haverfordwest or, as appropriate to one of the named officers detailed in (4) below. No requests should be made directly to a school.
- (ii) As soon as it is known, or thought likely, that a young person with any identified special educational need – including emotional or behavioural need, will be moving to live in Pembrokeshire, the relevant staff from the originating County Council/Local Authority should contact the named officer (see below at 4) with the following minimum information:-
  - a) A copy of the young person's current Personal Educational Plan (PEP);

- b) A copy of the young person's current care plan and most recent review arrangements;
- c) Recorded views of the parents/carers and young person regarding education in the light of proposed changes in their current care placement;
- d) A copy of latest school/education reports;
- e) Details of current educational arrangements and support provided including a copy of the Pastoral Support Programme if applicable;
- f) The name and contact telephone number of the Headteacher/Head of Service from their current educational placement;
- g) Any special educational needs documentation (eg School Action and School Action Plus details);
- h) A copy of their Statement of SEN, if appropriate (and a copy of their latest/current annual review documentation);
- i) Details of Social Worker's name and contact number and designated contact within the Education Department from the originating Authority;
- j) The resource commitment to ensure appropriate educational support;
- k) As most children with statements of SEN are educated within mainstream schools/settings the named officers will offer advice and make the necessary initial contacts with schools on the receipt of adequate and appropriate information.

(iii) The Authority will require prior arrangement made regarding resource commitment whether or not there is a statement of SEN. Any SEN or EBD need must be identified (prior to agreed admission) and funding arrangements made.

### **3. Role of the Named Officers**

- i) The SEN Education Officer will be the named officer contact for co-ordinating proposed placements of young people with special educational needs – whether stated or not.
- ii) The named officer will continue to offer advice to schools. Schools who are approached directly to take a young person with SEN should follow this protocol and contact the named officer.
- iii) Where a child or young person has special educational needs requiring a statement or additional provision including School Action Plus or identified EBD the named officer will liaise with colleagues to determine the availability of placements and possibilities of appropriate provision. Where a child or young person has special educational needs it is essential that liaison is conducted with the named officer.

- iv) Pembrokeshire will attempt to work collaboratively with other Authorities/agencies and its own schools when it is felt that the special educational needs of that young person can be met appropriately.

It will be the duty of a responsible/originating placing authority to find out if such an educational placement can be made in Pembrokeshire – early liaison is therefore vital.

#### **4 Named Officer/Contact Number:**

Advisory Teacher for Looked after Children

Mrs Wyn Harries

County Hall

Haverfordwest

Pembrokeshire

SA611TP

01437 770169

[wyn.harries@pembrokeshire.gov.uk](mailto:wyn.harries@pembrokeshire.gov.uk)