



ASHTON ON MERSEY SCHOOL

LOOKED AFTER AND PREVIOUSLY LOOKED AFTER POLICY

| Version and Date | | Action/Notes |
|------------------|-----------|-------------------------------------|
| 1.0 | May 2018 | Policy created specifically for AoM |
| 2.0 | July 2018 | Reviewed and updated |
| 3.0 | July 2019 | Reviewed and updated |
| 4.0 | July 2020 | Reviewed and updated |

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| Policy Reviewed: | July 2020 |
| Policy Review Frequency: | Annually |
| Next Review: | July 2021 |
| Signature of Chair or Vice Chair of Local Governing Body:  | |

Ashton on Mersey School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

1. As Governors and teachers of **Ashton on Mersey School**, we aim to:
 - make a real difference in helping to provide the best possible education for looked-after and previously looked-after children as much as any other;
 - seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place;
 - be fully inclusive and we will challenge negative views and stereotypes;
 - offer support to and work with their foster carers and parents on how to assist the young person's learning and enhance educational opportunities.
2. We will support the Government's agenda for giving all looked-after and previously looked-after children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society, and achieve economic well-being.
3. The Children Act 2004 and the statutory guidance Promoting the Educational Achievement of Looked After Children 2015, place duty on us to work together to promote the educational achievement of looked after children. We recognise that schools and teachers are at the very heart of this process so that we can provide a good education in order to unlock a bright future and so



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increase life chances of this vulnerable group. We are highly ambitious for these young people, knowing that securing the best possible progress for them will greatly enhance their life chances.

4. We recognise our responsibilities as governors and teachers and we actively want to support the local authority in undertaking its statutory responsibility, under section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.
5. As school Governors we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of looked-after and previously looked-after children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.
6. As a governing body we will introduce a monitoring procedure where we will look closely at the progress that looked after children are making in our school and identify if there are barriers to their next steps of learning and progress.
7. We have a regular reporting cycle on the progress and performance of looked-after and previously looked –after children, to be presented to the full governing body by our appointed Designated Teacher during the autumn term of each academic year as a standing agenda item.
8. As a governing body we will require our Designated Teacher to carry out the specific duties below in relation to the looked-after and previously looked -after children attending this school.
9. We will require a designated member of staff to undertake the recommendations set down in the statutory guidance entitled: **The Role and Responsibilities of the Designated Teacher for looked-after and previously looked-after children February 2018.**

In this context the designated member of staff will:

- become the central point of contact at this school for all professionals and agencies working with and supporting the individual looked-after and previously looked-after children we have on roll;
- take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan. The PEP should be established within twenty school working days for any looked-after child starting on roll. This is to include the gradual addition and updating of further information over time e.g. attendance, attainment and progress results;
- attend relevant update training and cascade information for staff development and updating regarding looked-after and previously looked-after children;
- ensure that personal information is handled carefully and sensitively and that the child's wishes and preferences are taken into account;
- establish good working relationships and communications with foster carers, ensuring information is received and early notification is provided for them to attend meetings and reviews;
- provide support and sanctuary to help settle a looked-after and previously looked-after child into the school, and at other times; ensure the looked-after and previously looked-after child feels safe, knows who to trust and who to go to if they feel the need for support;
- ensure the transfer of records if a looked-after and previously looked-after child moves school;



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- provide written information to assist planning, reviews and reporting as required;
 - seek and prioritise meetings with, and referrals to, appropriate external agencies in situations that require external support.
10. In addition, we will require our school Teaching and Support Staff to assist in the implementation and support of this policy for looked-after and previously looked-after children by requiring all staff to:
- ensure the appropriate sensitivities and confidentiality are maintained;
 - be familiar with, and respond appropriately to, requests for progress and/or attainment information in order to compile the PEP and other documentation necessary for reviews;
 - respond positively to any request by a child to be the person they want to talk with;
 - ensure that no child in care becomes the victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated;
 - positively promote the self-esteem of looked-after and previously looked-after children;
 - convey high aspirations for their educational and personal achievement.
11. As a Governing Body we will endeavour to raise expectations for achievement of looked-after and previously looked-after children and encourage them to do well by combining high expectation and standards with inclusion.
12. We will consider and set appropriately challenging targets and in so doing facilitate the appropriate resources in order to support the child to reach those targets.
13. We will monitor and evaluate the impact of our school provision, teaching and learning and support for looked-after children. The annual reporting cycle will be introduced which informs on the following key aspects of provision:
14. We are aware that the new OFSTED inspection framework will consider the provisions that we, as a whole school, have put in place to support looked-after and previously looked after children. We understand that a judgement will be made within the OFSTED framework in terms of how far this school is able to support looked after young people. The formal report will include comments about the progress and support provided to these vulnerable young people.
15. At Ashton on Mersey School, the designated safeguarding lead is also the lead teacher for looked-after and previously looked-after children. This group is extremely vulnerable, the most common reason for children becoming looked-after is as a result of abuse and/or neglect and the school is aware of the need to monitor the welfare and ensure the support of children in this category.
16. The deputy designated safeguarding lead has details of the of the legal status of each individual looked-after child's care arrangements and what the contact arrangements are with birth parents or those with parental responsibility. They will also know the levels of authority delegated to the carer by the authority looking after him/her.
17. The deputy designated teacher will work with the virtual school head and the child's social worker to discuss how funding can be best used to support the progress of looked-after children in the school and meet the needs identified in the child's personal education plan and to ensure their safety and security. They will also work with parents in the same way for previously looked-after children.



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18. As the many children-looked after have special educational needs and/ or disabilities, our SENCO will be closely involved with the provision for this group.

The name of our appointed Designated Governor is: Mrs Val Thorpe

The name of our school's Designated Member of Staff is: Dr M. Fox and our schools Deputy Designated Member of Staff are Mrs F. Hunter and Mr. T. Hirst