



The Governing Body of Molescroft Primary School adopted this policy in the Autumn Term 2010

1. INTRODUCTION

At Molescroft Primary School we believe that working in partnership with the East Riding Of Yorkshire Local Authority, we have a special duty to safeguard and promote the education of Looked After Children.

2. AIMS AND OBJECTIVES

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our Looked After Children and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role to promote and support the education of our Looked After Children.

3. KEY TASKS

The Inclusion Manager is the designated teacher for Looked After Children who acts as their advocate and co-ordinates support for them.

A school governor ensures that the needs of Looked After Children in the school are taken into account at a school management level and supports the designated Teacher.

All staff have a responsibility to support the designated teacher in carrying out the role.

The designated teacher attends training on Looked After Children.

4. ENSURING THAT NEEDS ARE MET

The Designated teacher will:

Maintain an up to date record of all Looked After Children who are on the school roll. This will include:



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- Status i.e. care order or accommodated.
- Type of Placement i.e. Foster, respite, residential.
- Name of Social Worker, area office, telephone number.
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
- SEN Code of Practice – School Action/School Action Plus where appropriate
- Child Protection information when appropriate.
- Baseline information and all test results.
- Attendance figures
- Exclusions

Ensure that there is a Personal Education Plan for each child / young person to include appropriate targets and above information. This must be compatible with the child's / young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans

Ensure that someone attends Children's Services Reviews on each child / young person and / or always prepares a written report which promotes the continuity and stability of their education.

Liaise with the Education Support Service for Looked After Children on a regular basis with regard to the performance, attendance and attainment of Looked After Children.

Ensure that if / when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy. LAC children are included as a vulnerable pupil group. Therefore they have provision through the Vulnerable Groups Provision Map. As with all vulnerable groups, progress and targets are reported on separately through the Standards Report.

Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.

Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.

Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.



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Report to the Governing body annually on the performance of the looked after children who are on the roll of the school.

All governors and staff will:

Support the local authority in its statutory duty to promote the educational achievement of Looked After Children

5. REVIEW OF POLICY

A review of the policy will be undertaken in line with the policy review timetable and any amendments or updates will be reported to the Governing Body.

Any new legislation or directives will be incorporated into the policy as necessary.