

## Looked-After and Previously Looked After Children Policy

Start Date: April 2018

Review Date: April 2019

### KEY CONTACTS in school/setting

**Looked-after/Previously look-after lead:**

Name: Michelle Bartle

**Looked-after/Previously look-after Governor:**

Name: Derek Stanley

**Headteacher:**

Name: Finlay Douglas

**Senior designated safeguarding lead:**

Name: Michelle Bartle

**Deputy designated safeguarding lead:  
team:**

Name: Finlay Douglas

**Attendance Officer**

Name: Shanie Jamieson

**Members of safeguarding  
team:**

Name: Phil Wilson

Name: Katy Cozens

Name: Shams Sharples

Name: Sophie Lunnon

**Safeguarding Governors**

Name: Derek Stanley

**Link Governor**

Name: Carol Fordham

## **Introduction**

Children and young people in care or who have previously been looked after have all experienced trauma in their lives, which has resulted in family breakdown. All professionals working with children or young people in care or previously looked-after must act as a corporate parent in order to ensure that they receive the best provision as if they were our own children.(Milton Keynes Virtual School Handbook 2017).

## **Statutory Definitions**

A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.

Under the Children Act 1989, a child is looked after by a local authority if s/he is in their care or is provided with accommodation for more than 24 hours by the authority.

They include the following:

### **Accommodated (Section 20 of the Children Act 1989)**

Parents retain primary responsibility with the local authority acting as a corporate parent. A person with parental responsibility can remove the child from local authority accommodation at any time, without giving notice.

### **Under a Care Order (Section 31 of the Children Act 1989)**

This is a court order and the local authority shares parental responsibility with parents. A Care Order will be made when a child has suffered, or is likely to suffer, significant harm and the making of the order would be better for the child than if no order was made. A Care Order can last until the child is 18, or an alternative order is made (e.g. adoption) or the order is discharged. An Interim Care Order places the child into the care of the local authority and allows the court a period of time to decide whether or not a full order should be made.

### **An Emergency Protection Order (Section 44 of the Children Act 1989)**

An Emergency Protection Order is sometimes issued in an urgent situation where a child is suffering from, or is likely to suffer from, harm or abuse and is a temporary arrangement pending an Interim Care Order hearing.

## School Responsibility

It is important that staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information is of the Head Teacher and/or the Designated Teacher for looked-after.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

### Designated Child Looked After Lead

The role of White Spires designated child looked after lead is to:

- Work with the Local Authority to ensure that there is an up-to-date Personal Education Plan (PEP) for each child/ young person in care;
- If the PEP is out of date, work with the child's designated social/virtual school lead to ensure that the PEP is updated;
- Monitor progress of all children/young people in care and inform all senior staff and governors of the child/ young person's progress ensuring that information is passed to the local authority when requested;
- Report annually to your Governing Body on the progress of children/young people in care;
- Ensure that catch-up and intervention programmes are implemented to meet the needs of children/ young people in care;
- Make certain that staff are updated, trained and informed on issues relating to children/ young people in care and previously in care;
- Promote and maintain a culture of high expectation and achievement for children/ young people in care or previously in care within the school ;
- Ensure that your Pupil Premium is used appropriately to support the progress of children/ young people in care;
- Have high expectations of looked-after and previously looked after children's learning and set targets to accelerate educational progress;
- Are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- Not to publicly treat pupils differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- For previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## **Admission Arrangements**

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate - but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

## **Involve the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is:

- Supported to complete the Pupil Voice (Appendix 2) section of the Personal Education Plan by the Designated Teacher/form tutor to inform the PEP and Care Plan review meetings;
- Establish the child's view of their changed circumstances and what they want others to know and
- It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

## **Communication with Other Agencies**

White Spire School will ensure that:

- A copy of all reports (e.g. End of year reports) are forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s.
- Schools, education and social work colleagues within Children's Services will co-ordinate review meetings, e.g. to have an Annual or EHC plan Review and a Personal Education Plan or ePEP meeting or review.
- Good communication is essential between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.
- To work with other agencies to support looked-after and previously looked-after children.

## Learning

Learning can sometimes be a challenge for pupils who are or have been in care. This maybe due to:

- Separating from their primary carer(s);
- Sharing the attention of someone important;
- Trusting the motives and intentions of the adults at school;
- Following the lead of an adult by relinquishing some control;
- Managing expectations;
- Managing self-consciousness/feeling different;
- Knowing how to repair relationships; when things go wrong;
- Being able to ask for help;
- Managing stress and uncertainty;
- Coping with having missing pieces of information from their early history around their identity;
- Being able to express what is going on internally and
- Having an integrated view of themselves

There are many other factors that may affect a pupils learning.

## Assessment, Monitoring and Review Procedures

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP)(Appendix 1) that is Developed jointly by the Social Worker and Designated Teacher. Pupils who are outside of Milton Keynes Local Authority will now have an ePEP.

The plan identifies

- specific areas of focus and
- targets and associated actions to improve performance, progress or educational achievement.

Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences);
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Educational Data so that progress may be easily tracked between Key Stages
- Effective use of the Pupil Premium and evidence of impact
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- ECHCP (Education, Health Car plan)
- Attendance;
- Behaviour

The PEP/ePEP will be updated and reviewed each term or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer.

The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all looked-after and previously looked-after children.

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## Appendix 1

### Special School Personal Education Plan (PEP) form

This form is available from the website: <https://www.milton-keynes.gov.uk/children-young-people-families/virtual-schools/virtual-school-guidance-and-documents>

**Note to Education Providers** – This form should be completed prior to the PEP meeting electronically and returned to Milton Keynes Virtual School. **Please ensure you complete all sections that are relevant – please put NA to indicate if not relevant to the individual child/ young person.**

| Young Person's details:   |   |
|---|---|
| Name:   |   |
| DOB:  |   |
| Date of PEP/ PEP review:  |   |
| Education provider representatives present at meeting:  | Email:  |
| If in Yr. 12 or above please indicate that a discussion has taken place with the young person and they have given consent to share information in this PEP. | Consent Given<br><br>YES/ NO<br><br>Comments if needed: |
| Education Provider and Education Information  |   |
| Education Provider Name:  |   |
| Education Provider Ofsted Rating:<br><br>Date of Inspection:  |   |
| Designated Teacher for CLA:   |   |

|  |   |                       |
|--|---|-----------------------|
| <b>Year Group:</b>   |   |                       |
| <b>Attendance (%):</b>   |   |                       |
| <b>Exclusions/ concerns which may result in exclusion:</b>                       | <b>No of days:</b>  |                       |
|  | <b>Comments:</b>  |                       |
| <b>SEN Statement or EHC Plan</b>   | <b>YES / NO</b>   |                       |
| <b>SEN/ EHC review date:</b>   |   |                       |
| <b>Key staff:</b>  |   |                       |
| <b>Other professionals / key agencies involved:</b>                              |   |                       |
| <b>Name</b>  | <b>Job Title</b>  | <b>Name of Agency</b> |
|  |   |                       |
| <b>Up to date information:</b>   |   |                       |
| <b>Does the Education Provider hold up to date information on the following:</b> | <b>Placement contact details: YES/NO</b><br><b>Social Worker contact details: YES/NO</b><br><b>Emergency contact details: YES/NO</b><br><b>Medical Information: YES/NO</b><br><b>Contact Schedule: YES/NO</b> |                       |

| <b>Current Attainment:</b>  |  |                             |
|---|--|-----------------------------|
| <b>Subjects being studied as part of the course or as appropriate to your curriculum.</b> |  |                             |
| <b>Subject/ Outcome/ Award</b>  | <b>Is the YP making expected progress for the YP Yes/ No</b> | <b>If no please comment</b> |
|   |  |                             |



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**Concerns**

|   |                                 |
|---|---------------------------------|
| <p>Are there any other concerns about the young person’s progress? Or their presentation in school? If yes please provide details of concerns and the support currently in place.</p> <p>Do they access support/help available?</p> | <p>YES / NO</p> <p>YES / NO</p> |
|---|---------------------------------|

| Overall Comments  |                     |                 |
|---|---------------------|-----------------|
| <b>Engagement/<br/>Motivation:</b>  |                     |                 |
| <b>Achievements</b><br><br>(This can include achievements in and out of education e.g. developing independence skills, sports, anything relevant to the individual young person.) |                     |                 |
| <b>Reading/ enjoying books:</b>   |                     |                 |
| Targets   |                     |                 |
| Targets from Previous Review  |                     |                 |
| Previous Target   | Target achieved?    | Notes/ Comments |
|   | YES / NO/ Partially |                 |

|  |                     |  |
|--|---------------------|--|
|  |                     |  |
|  | YES / NO/ Partially |  |
|  | YES / NO/ Partially |  |

If targets not met please provide details of what actions are being taken to support achievement.

**New Targets**

| <b>Target – what is to be achieved?</b> | <b>Actions - what steps are needed to achieve target?</b> | <b>Resources Required</b> | <b>Who will be involved?</b> | <b>Date to be achieved by:</b> | <b>Comments</b> |
|---|---|---------------------------|------------------------------|--------------------------------|-----------------|
|   |   |                           |                              |                                |                 |
|   |   |                           |                              |                                |                 |

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**Transitions and supporting the young person to manage change.**

|  |  |
|--|--|
| If applicable what plans have been made to support Young person's next transition: |  |
|--|--|

|  |  |
|--|--|
| What strategies/support has worked well? |  |
|--|--|

|   |  |
|---|--|
| Is there anything to be aware of which would support professionals working with the young person? |  |
|---|--|

**Plans for transition if applicable:**

| Action:   | By whom?   | Date: |
|---|--|-------|
|   |  |       |
|   |  |       |
| <b>Pupil Premium – Foundation Year – Year 11 – for qualifying education providers/schools</b>   |  |       |
| <p><b>How has Pupil Premium been used to improve educational outcomes for the individual young person?</b></p> <p><i>How is it additional to and different from that provided for all?</i></p> <p><i>How are the resources from the Pupil Premium being allocated and matched to their needs?</i></p> | <p><b>Details – please provide a break down:</b></p> |       |
| <p><b>What has been the impact of the Pupil Premium use?</b></p>  |  |       |
| <p><b>What are the plans for how the Pupil Premium is going to be used next? Is an application for top funding being attached to this PEP? If yes please provide brief description of funding request.</b></p>  |  |       |
| <p><b>Is the young person eligible for any other funding stream – if yes please provide details:</b></p>  |  |       |
| <p><b>Would the child / young person benefit from having an Advocate or Independent Visitor?</b></p>  | <p><b>YES / NO</b></p>                               |       |
| <b>Notes/ Further Points for Discussion</b>   |  |       |

**Education Providers outside of Milton Keynes LA only:**

**Have you provided Education provider bank details to the Virtual School in order that Pupil Premium Funding (if applicable) can be paid on receipt of data?**

**YES/ NO**

**If no please contact Virtual School Headteacher, Michele Mellor via email:**

**[Michele.Mellor2@Milton-keynes.gov.uk](mailto:Michele.Mellor2@Milton-keynes.gov.uk)**



# Your Personal Education Plan

## Your views -

Name:.....



What do you enjoy about school?

What are your favourite subjects and why?



Tell us about your favourite sports, hobbies or interests:

Who are your friends at school?



Are there any subjects where you would like more help/support?  
(If yes please tell us which ones.)

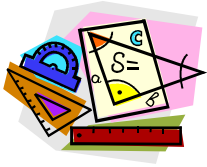
Do you feel safe in school?



What are your current ideas about after you complete yr 11? And have you had the opportunity to talk to anyone about it?

Is there anything else you would like to tell us about?

How do you keep yourself safe on line?



Feel free to use this space to draw or record anything else you would like to.

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