

# HEXHAM MIDDLE SCHOOL AND QUEEN ELIZABETH HIGH HADRIAN LEARNING TRUST

## POLICY FOR THE EDUCATION OF LOOKED-AFTER & PREVIOUSLY LOOKED-AFTER CHILDREN

Queen Elizabeth High School and Hexham Middle School believe that, in partnership with Northumberland, and other local authorities who place children with us as Corporate Parents, we have a special duty to safeguard and promote the education of looked-after and previously looked-after children.

### **Aim**

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 and previously looked-after children and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our looked-after and previously looked-after children, by asking the question, **'Would this be good enough for my child?'**

### **In pursuit of this policy we will do the following:**

- Nominate a designated teacher for looked-after and previously looked-after children who will act as their advocate and co-ordinate support for them. The designated teachers are:

<b>QEHS</b>	Richard Zabrocki, Assistant Headteacher
<b>HMS</b>	Amanda Frankish, Deputy Headteacher

- Nominate a school governor to ensure that the needs of looked-after and previously looked-after children in the school are taken into account at a school management level and to support the Designated Teacher. The nominated trustee is Jonathan Holmes.
- Support the designated teacher in carrying out their role by making time available and ensuring that they attend training on looked-after and previously looked-after children.

The designated teacher will:

- Maintain an up to date record of all looked-after and previously looked-after children who are on the school roll. This will include:
  - 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/carer or key worker in children's home.
  - SEN Code of Practice – details, as appropriate
  - Child Protection information where appropriate.
  - Baseline information and assessment data (via Management Information System - MIS).
  - Attendance figures (via MIS)
  - Exclusions (via MIS)

Intervention/monitoring information will feed directly into Personal Education Plan (PEP) reviews.

- 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 Educational Need, and associated plans, Transition Plan, Pastoral Support Plans.
- Ensure an appropriate colleague attends all PEP reviews. Pastoral Leaders will coordinate information to feed into the PEP in liaison with the designated person.
- Ensure that an appropriate colleague 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 and previously looked-after children on a regular basis with regard to the performance, attendance and attainment of looked-after and previously 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 (via monitoring checks) when looked-after and previously looked-after children are underachieving and undertake early interventions to improve this in line with the existing school policy.
- Ensure that systems are in place to keep staff up to date and informed about looked-after and previously looked-after children where and when appropriate. (Year Teams to provide appropriate information for all staff who teach a Child Looked After at QEHS and HMS).
- Ensure that looked-after and previously looked-after children, along with all children, are listened to and have equal opportunity to pastoral support in school. (All looked-after and previously looked-after children will be assigned to the caseload of a learning mentor at QEHS).
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of looked-after and previously looked-after children.
- Report to the Trust Board on the performance of the looked-after and previously looked-after children who are on the roll of the school.

All trustees and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of looked-after and previously looked-after children.

Updated: Sept 2018