



## Dorking Nursery School and Children's Centres

### LOOKED AFTER CHILDREN POLICY

Nationally, Looked After Children (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Children's Centres and Schools have a major part to play in ensuring that Looked After Children achieve in line with their peers.

Helping Looked After Children succeed and providing a better future for them is a key priority for Dorking Nursery School and Children's Centre (The Centre). This policy takes account of:

- The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children.
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Relevant DfE guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).

The Centre's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Early intervention and priority action
- Promoting health, wellbeing and stability
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Listening to children
- Working in partnership with carers, social workers and other professionals
- Promoting attendance.

### **Implications**

The Centre is committed to helping every Looked After Child achieve his/her learning potential. The Governing Body is committed to providing quality education and care for all children and will:

- Ensure Looked After Children are welcomed and supported across the Centre

- Ensure Looked After Children are prioritised in the admissions policy for the 2-3s and 3-5s nurseries in line with the Local Authority Admissions Criteria
- Ensure a Designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities set out below
- Identify a governor as Designated Governor for Looked After Children.

This policy links with a number of other Centre policies and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

- Behaviour Policy
- Child Protection/Safeguarding Policy
- Special Educational Needs Policy.

The Centres will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

#### RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the Centre or take sick leave
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children in our nurseries and take action where progress, conduct or attendance is below expectations
- Report on the progress, attendance and conduct of Looked After Children in the nurseries
- Ensure that appropriate Centre staff receive relevant training and are aware of their responsibilities under this policy and related guidance.

#### RESPONSIBILITY OF THE GOVERNING BODY

- Identify a nominated Governor for Looked After Children
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children
- Ensure the Centres have an overview of the needs and progress of Looked After Children
- Allocate resources to meet the needs of Looked After Children
- Ensure the Centres' other policies and procedures support their needs
- Monitor the progress of LAC through an annual report
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Receive a report once a year setting out:
  1. The number of looked-after pupils on the nursery's roll (if any)
  2. Their attendance, as a discreet group, compared to other children

3. The destinations of pupils who leave the nurseries
4. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the children concerned.

### THE ROLE OF THE DESIGNATED TEACHER

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Governors should be aware that all schools are already required to have a designated teacher for LAC. It is strongly recommended that this person should be a member of the Senior Leadership Team. Training for Designated Teachers has been and will continue to be available through our Looked After Children Education Adviser Team. Governors should also be aware that OFSTED will focus on Looked After Children, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

For Looked After children attending our 2-3s and 3-5s Nurseries our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews
- Ensure that each Looked After Child has an identified member of staff that they can talk to (i.e. their key person)
- Track development and progress, and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within the nurseries
- Ensure confidentiality for individual children, sharing personal information on a need to know basis
- Ensure, as far as possible, attendance at planning and review meetings
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties at nursery
- Ensure the speedy transfer of information between individuals, agencies and - if the child transfers to another nursery or school
- Be pro-active in supporting transition and planning when moving to a new phase in education
- Promote inclusion in all areas of Centre life

## THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all children
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively
- Respond promptly to the Designated Teacher's requests for information
- Work to enable Looked After Children to achieve stability and success within the Centres
- Promote the self-esteem of all Looked After Children
- Have an understanding of the key issues that affect the learning and development of Looked After Children

**Approved by the Governing Body:** September 2016

**Review by:** September 2017

This policy is relevant to:

<b>Nursery staff</b> - yes	<b>Centre staff</b> - yes	<b>Parents</b> - yes
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