

Gillespie Primary School



Policy for Looked After and Adopted children October 2018

This policy has been reviewed in line with the DFE publication: *Promoting the Education of Looked After Children and Previously Looked after children – Statutory Guidance for Local Authorities- Feb 2018*

Looked After Children

A child or young person is described as being 'looked after' either if they have been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living with foster parents but some may be in a residential unit or living with a relative.

Though not all looked after children will have additional or Special Education Needs, we recognise that for many, early childhood adversity may lead to educational underachievement when compared to their peers. The government provides a Pupil Premium Grant for Looked After children to help meet their needs at school.

Looked After Children Pupil Premium Grant

Looked after children (LAC) receive the LAC Pupil Premium grant annually. This must be managed by the Virtual school head, a statutory Local Authority role and be used for the benefit of the LAC child's educational and pastoral needs as described in their personal education plan. The Virtual school head will liaise with Gillespie's designated teacher, currently our SENCO and Assistant Head, Lyn Brett to plan how the funding will benefit LAC children.

The role of the designated teacher within the school

The role of the designated teacher is to have lead responsibility for teachers and other staff understanding the needs of looked after children. The designated teacher should:

- ensure that the LAC pupil premium grant supports the education and welfare of LAC pupils.
- promote high expectations for how looked after children learn
- make sure the child has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children.
- have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within the school
- liaise with relevant outside agencies to support the family and child.

Adopted Children

All adopted children have experienced loss and many have experienced trauma in their early lives, which can lead to attachment difficulties. A high percentage of adopted children have entered care due to abuse and neglect. It is crucial; therefore, that school provides the best possible support to the pupils and to their parents. Unlike most of the parents, many adoptive parents may be very new to parenting at the time their child starts at their first or new school. Schools play an important role helping these parents negotiate challenges particularly if long-term early trauma has impacted on the child's development and learning.

Pupil Premium funding for Adopted Children

The school receives a pupil premium allocation of £1,900 per annum, for children who have been adopted from care. This is additional funding given to the school to improve the educational and personal outcomes for pupils who have been adopted from care. The funding is not ring-fenced to be spent specifically on the child but it is expected that the money will benefit the child's educational and pastoral needs impacting positively on their achievement.

At Gillespie we spend some of our pupil premium money on specialist 1-1 support for adopted children. We also spend money to train staff on understanding issues around attachment and early trauma. We do this in partnership with specialist adoption services that work with families and provide support and training for educational establishments.

The *Designated Teacher* for adopted children is the SENCO and Assistant Head, Lyn Brett, she supports pupils, and families in the same way as is outlined above for the designated teacher with responsibility for looked after children.

The SENCO works with the parents of adopted children and the teachers to provide a care plan, which is regularly reviewed and updated. The plan ensures that specific needs are met within the school environment and that a named key '*trusted adult*' is assigned for every adopted child.

The SENCO also meets at least annually, with the parents to discuss pupil premium funding and to get their input on how the funding may be spent on their child and in the school.

The role of the Governing Body

The Governing Body must nominate a governor with responsibility for children in public care, and previously in care. The nominated governor will:

- ensure that the school has a designated teacher and liaise with them to keep the Governing Body informed about issues affecting looked After and Adopted children
- maintain oversight of the implementation of DFE and L.A. guidance liaising with the Headteacher

The nominated governor is currently Mikel Ghebreyohannes