A logo for a pre-school

AI-generated content may be incorrect.

**Looked After Children**

**Policy Statement**

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential.

Children become ‘looked after’ if they have either 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 in foster homes, but a small number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under 5 with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

We place emphasis on promoting children's right to be strong, resilient and listened to (as in our ‘Children's Rights and Entitlements’ Policy). Our Policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

**Principles**

* The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
* Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child

**Procedures**

* The designated person for looked after children are the Safeguarding Officers
* Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has information, support and training necessary to meet the looked after child's needs
* The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and their family and ensure that appropriate information is gained and shared
* The setting recognises the role of the local authority children's social care department as the child's ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer’s role in relation to the setting, without prior discussion and agreement with the child’s social worker.
* At the start of the placement there is a professionals meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals. #
* The care plan needs to consider issues for the child such as:
* their emotional needs and how they are to be met
* how any emotional issues and problems that affect behaviour are to be managed
* their sense of self, culture, language(s) and identity - and how this is to be supported
* their need for sociability and friendship
* their interests and abilities and possible learning journey pathway; and
* how any special needs will be supported

In addition the care plan will also consider

* how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored
* what contact the child has with their parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed
* what written reporting is required
* wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
* with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun-days etc alongside the foster carer.
* The settling in process for the child is agreed. It should be the same as for any other child with the foster care taking place of the parent, unless otherwise agreed.It is even more important that the proximity stages followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
* In the first two weeks after settling in, the child's well-being is the focus of observation, their social ability and their ability to manage their feelings with or without support.
* Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
* Concerns about the child will be noted in the child's file and discussed with

the foster carer.

* If the concerns are about the foster carer’s treatment, of the child or if abuse is suspected these are recorded in the child's file and reported to the child's social care worker according to the settings safeguarding children procedure.
* Regular contact should be maintained with the social workers through planned meetings that will include your foster carer.
* The transition to school be handled sensitively. The designated person and/ or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.
* **Further guidance**
* Evidence on the Education of Children and Young People in Public Care (DFEE 2004 )
* Who does what: How social workers and carers can Support the Education of Looked after Children( DFEE 2005)
* Supporting looked after Learners A practical Guide for School Governors (DFEE 2012)