

Lily Lane Primary School

LOOKED AFTER CHILDREN GOVERNOR

Terms of Reference

Academic Year 2018-2019

Introduction

Government policy recognises the need for children who are in the care of the Local Authority to have the same support as other children have from their parents. Different people in the LA and in schools offer support at different stages of children's lives and it is important they act together as **corporate parents**. In considering how this can be achieved, one principle agreed was that there should be a governor on each school governing body who would act as a champion for looked after children promoting their attainments and their interest if they are at risk of exclusion. Lily Lane Primary School agree with , and these terms of reference outlines the way in which school governors who act as champions for looked after children should take this forward.

The Governor's Role

Children come into care because of a wide range of family difficulties. They can be in care for very short to very long periods. They are involved with a wider range of people: other children and young people, social workers, foster or residential carers and in school a designated teacher. With such a complicated life the number of new people who are directly involved with them should be kept to a minimum. Therefore the role of the school governor, who acts as a champion, is to ensure that the policy and practice in school supports children in the LAs care rather than having direct involvement with the children themselves.

There are a range of questions the school governor should be asking:

- Who knows which children in the school are looked after?
- Who should know?
- What is done with information about looked after pupils?
- How is information recorded?
- How are looked after pupils consulted about what they want other pupils and teachers to know about them and why they are in care?
- Who in school has an overview of their educational needs and progress?
- Who is responsible for liaising with Children's Services and ensuring that school has relevant information about the child's care history?

- How do the school's policies and ways of working ensure that looked after pupils will be given the same opportunities and encouragement as other pupils?
- What training do the school's staff and governors need to help them understand and meet the needs of children in care?
- How do test scores, attendance, exclusion rates etc for looked after children, as a discrete group, compare with those of other pupils?
- Who will draw up an educational plan for the child when he/she enters the school, and monitor progress?
- How does the school communicate with foster families and residential children's units?
- Are looked after children supported to enable them to participate in out of school/extra curricular activities?

The school governor should monitor policy and practice in their school to ensure that:

- There is a Designated Teacher for looked after children.
- Looked after children have equal access to all aspects of school life, including the National Curriculum, examinations, careers guidance, extra curricular activities, work experience and additional educational support.
- There is an ethos of support and acceptance in the school for children who do not live with their birth families:
- Targets for looked after children are realistic but aspirations are high for these pupils.
- Where the child/young person is at risk of exclusion or excluded that they are treated in the same way and offered the same support as any other pupil.

Agreed by the Governing Body of Lily Lane Primary School at the meeting

on 27.9.18

Signed : *R TAVERNOR* **Chair of Governors**