



Looked after children

At Stretton Pre-School 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 our 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 smaller 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.

We place emphasis on promoting children's right to be strong, resilient and listened to, our policy and practice 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.
- We offer places for funded 2,3 and 4 year olds who are in care to ensure they receive their entitlement to early education.

- 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.

Data protection

In the implementation of this policy, Stretton Pre-School may process personal data and/or special category personal data collected in accordance with its GDPR and data protection policy. Data collected from the point at which this policy is invoked will only inform Stretton Pre-School for the benefit of implementing this policy. All data is held securely and accessed by, and disclosed to, individuals only for the purposes of this policy. Inappropriate access or disclosure of personal data constitutes a data breach and should be reported in accordance with Stretton Pre-School's GDPR and data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under Stretton Pre-School's disciplinary procedure.

Procedures

- The designated person for looked after children is Charlene Baxter.
- Every child is allocated a key person before they start as per our Key Person policy. The Key Person is given the information, support and training necessary to meet the child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her 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 parent's 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 a placement there is a professional's 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 in line with our Privacy Notice;
 - what contact the child has with his/her birth 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 to return home, the birth parent(s) should be involved in the setting's activities (parent's events, newsletters, reports, letters and fun days) alongside the foster carers.
 - The settling-in process for the child is agreed, it should be the same as for any other child and follow the pre-school's settling in policy, with the foster carer taking the role of the parent(s), unless otherwise agreed. This process may take longer in some cases, so time needs to be allocated for more settling sessions and gradual separation to take place - without causing further distress or anxiety to the child.
 - Particular consideration must be made regarding the use of images of the child as per our normal consent process during registration e.g. it may not be appropriate for the child to appear on our Facebook page, website or in other children's learning journals.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability 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 foster carers treatment of the child, or if the abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the Pre-schools safeguarding children and child protection policy.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will 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 child's social worker as detailed in the care plan.

This policy was adopted by

Stretton Pre-School

On

21 December 2021

Date to be reviewed

Annually

Signed on behalf of the provider

E. Greenfield

Name of signatory

Emily Greenfield

Role of signatory (e.g. chair, director or owner)

Chair Person