

Darparu ar gyfer plant sy'n derbyn gofal gan Awdurdodau Lleol yn Ysgolion Gwynedd

Providing for children who are looked after by Local Authorities in Gwynedd Schools

Ysgol Tryfan



Llofnodwyd ar ran Cadeirydd y Llywodraethwyr:
Signed on behalf of the Chair of Governors:



Dyddiad Cymeradwyo: Ebrill 2025
Date of Approval:

Dyddiad Adolygu: Ebrill 2028
Review Date:



1. Introduction

This policy relates to looked after pupils who attend a School or any other alternative educational provision in Gwynedd.

2. Context

There is now consensus between researchers, policy shapers and the young people who are subject to the policy, that they face a number of problems, including:

- 2.1 Bullying (as they are vulnerable to harm and at times they can draw negative attention to themselves rather than as a specific result of being looked after by the local authority)
- 2.2 Emotional and/or behavioural difficulties that hinder educational progress
- 2.3 Loneliness and a sense of loss
- 2.4 Disruption to their education before they moved into care
- 2.5 Many school changes whilst being looked after (and having to re-start the social process of making friends, new routines, etc.)
- 2.6 Anxiety, and increased concern about the situation at home
- 2.7 A potentially negative or heart-breaking attitude by peers, care staff and teachers, including a expectations of low attainment
- 2.8 Lack of confidence and historical gaps in the previous education leading to a lack of motivation, lack of attainment and failure to realise the individual's potential.

3. Definition of a looked after child

A looked after child is defined as a child who is receiving a care placement based on a Local Authority care plan, both on a voluntary or compulsory basis.

- 3.1 Children who are the subject of a care order are placed in a foster or residential placement, or increasingly in their homes in a placement with parents or with friends or family members.
- 3.2 There are children who are being looked after by Gwynedd Authority in Gwynedd schools.
- 3.3 In addition, there are children in Gwynedd schools who are the subject of other Authorities' care plans - **they also need to be considered as looked after children in Gwynedd schools.**

4. Statement of Intent

In accordance with its statutory duty, Gwynedd Education Department will advise and assist schools to safeguard and promote the welfare of a looked after child and will, in particular, promote the child's educational attainment.



5. Statutory Framework

- 5.1 Children Act 2004
- 5.2 Adoption and Children Act 2002
- 5.3 Care Standards Act 2000
- 5.4 Education Act 1996

6. Basic Principles

6.1 Every looked after child in Gwynedd is entitled to access pre-school education and all statutory education services and to receive every opportunity and support to develop educationally, emotionally and socially.

7. The Duty of Gwynedd Education Department

7.1 Ensuring that every looked after child in Gwynedd has access to the appropriate education for their ability and talent in order to realise their potential.

7.2 In collaboration with GwE, ensuring specialist specific training to teachers that will promote inclusion, welfare and the educational attainment of every looked after child in Gwynedd.

7.3 Sharing good practice in the field between the county's schools in order to better understand this vulnerable group of learners.

7.4 Ensuring that each School and educational setting in Gwynedd earmarks a designated person for looked after children.

7.5 Naming and officer within Gwynedd Education Department who is responsible for the general monitoring of the progress, development and attendance of looked after children in Gwynedd.

7.6 Monitoring the educational progress of every child in the authority's care in the statutory review of care arrangements and the Personal Education Plan (PEP) will be discussed in each review.

7.7 The Education Department will respond to the expectation on them to secure an educational setting for a looked after child within a maximum of 20 school days, and where it is not possible to achieve this within the twenty days, they will provide temporary education, until the situation is resolved.

7.8 The Education Department will ensure that the children in the authority's care are involved in any discussion or decisions regarding their education. Their views will be considered and recorded carefully in the Personal Education Plan (PEP).

7.9 Assessing what aspects of educational support that children will need after they are adopted and if they are children on a statement of individual educational needs, they will continue to be supported.



7.10 Every looked after child will have an opportunity to participate in activities arranged outside school hours, including academic, cultural, sports and leisure activities, in order to broaden the pupils' experiences and boost their confidence and self-image.

8. The Duties of a School Governing Body

8.1 A School Governing Body should ensure that they have an operational and current policy for looked after children. The best policies will include:

- Designating a member of staff to take responsibility for the field
- A procedure for receiving information regarding the number of looked after children
- A procedure for ensuring that the looked after children are given equal opportunities at school
- Ensuring that a designated person for looked after children is a part of the school system
- Ensuring a positive environment within the school
- Ensuring an effective system of monitoring educational progress and an effective system to deal with underachievement
- Monitoring the progress of looked after children at the school compared with the Welsh Government's attainment targets.

8.2 School governors have a duty to meet the requirements of the Children Act, the Education Acts of 1981, 1988, 1996 and the Children Act 2004.

9. The responsibilities and duties of School Headteachers

9.1 Ensuring that a member of staff has been designated to take specific responsibility for looked after pupils at the school.

9.2 Ensuring that the school monitors the absences of pupils who are in the local authority's care, and submit a report to the education authority.

9.3 Ensuring a positive environment and ethos regarding pupils who are in the authority's care, by creating a school where prejudice and attitudes of negative stereotyping about looked after pupils is challenged and abolished.

9.4 Being aware of the sensitivity of excluding pupils who are looked after by the local authority, acknowledging the need for children to receive a seamless education.

9.5 Ensuring that any additional learning needs are provided for in collaboration with the Additional Learning Needs Coordinator at the school.



10. Personal Education Plan - the "PEP"

10.1 It must be ensured that every pupil has a Personal Education Plan (PEP). The "PEP" is included within the child's Care Plan and is the responsibility of the social worker designated to work with the child.

10.2 The PEP has been drawn up so that there is a responsibility on the School to complete it, following consultation with the cooperation of the child, the parents/carers, the social worker and appropriate agencies.

10.3 Agreement should be reached on the contents of the PEP as soon as possible, and within a maximum of 20 days after the child is taken into care or attends a new school.

10.4 The PEP is a part of a statutory document and is proof of the School's intention to act to provide the most appropriate education for the looked after individual.

10.5 The PEP should be renewed every 6 months and submitted each time that a statutory Review is held regarding the child.

10.6 Where possible, an attempt should be made to call a meeting at the school in order to review the PEP annually.

10.6 It will be expected for an amended copy of the PEP to be sent in to the Education Department annually whilst the child continues to be looked after.

Signed on behalf of the Chair of the Governors: _____

Date: _____

