



LACE POLICY

Policy for the Education of Looked After Children

Updated January 2012

Definition

The term “Looked After Child” was legally introduced by the Children’s Act 1989, in which “Looked After” refers both to children subject to care orders made by the court and those who are voluntarily accommodated.

Support for Looked After Children in school has a legal basis, established by:

Children and Young Person’s Act 2008

The Designated Teacher (Looked After Pupils etc)(England) Regulations 2009

The Role and Responsibilities of the Designated Teacher for Looked After Children:
Statutory Guidance for School Governing Bodies

Difficulties faced by Looked After Children in Education

Nationally and historically, Looked After Children have typically achieved worse educational outcomes than their peers. This has been shown by lower examination grades, poorer progress between key stages, higher exclusion rates and fewer Looked After Children going on to further and higher education.

Looked After Children at Shireland Collegiate Academy

The Academy always has a small number of Looked After Children, exceeding single figures only rarely, distributed across the key stages. Some students are Looked After throughout their time at the Academy, some may become Looked After following a change in their home circumstances, and others may move in and out of local authority care over time. In some years, but not currently, we have had students join us who have come to the UK as unaccompanied minors, who have also been in the care of a local authority.

Historically, we have worked with students cared for by Sandwell, Birmingham, Solihull and Nottingham local authorities.

Shireland Collegiate Academy Principles for Supporting Looked After Children:

- Prioritising education
- Promoting high levels of attendance
- Targeting support
- Having high expectations
- Promoting Inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and proactive planning

- Listening to children
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers, LAC educational support workers and other professionals.
- Participating in multi-agency work
- Supporting robust safeguarding processes

Responsibilities of the Designated Teacher

The designated teacher is currently Mrs G Situnayake. She will:

- Ensure a welcoming and smooth induction for any Looked After Child and their carer, using a current Personal Educational Plan (PEP) to plan for that transition, working closely with the social worker.
- Ensure that the PEP is reviewed with the child, carer, social worker and other relevant professionals on a six monthly basis, that contact details are updated, old targets reviewed and new ones set.
- Ensure that the social worker and LAC educational worker are provided with copies of the updated PEP after each meeting.
- Track academic progress and attendance.
- Co-ordinate any support, academic or social and emotional, that is necessary for the LAC student in the Academy, liaising in particular with the LAC education officer.
- As far as possible, sharing information on a need to know basis, ensure confidentiality for the LAC student.
- Encourage LAC students to join in extra-curricular activities and out of school learning.
- Attend training sessions targeting designated teachers.
- To attend, arrange for someone else to attend, or to contribute in other ways to LAC care planning meetings.
- Act as an advisor to staff and Governors, raising their awareness of LAC students.
- Contribute to meetings called due to concerns about a LAC student's behaviour or academic progress, including exclusion meetings.

Responsibilities of the Governing Body

The governing body will:

- Identify a nominated Governor for LAC students.
- Support the Principal, Designated Teacher and other staff in ensuring that the needs of LAC students are recognised and met.
- Ensure that the Academy has an overview of the needs and progress of LAC students, by receiving annually a report setting out, while retaining confidentiality:
 1. The number of LAC students on the Academy roll
 2. Their attendance, as a discrete group, compared to other students.

3. Their target levels, KS4 exam results and other qualifications achieved, compared with other students.
4. The number of fixed term and permanent exclusions.
5. The destinations of LAC students who leave the Academy

Responsibilities of the individual member of staff

All teaching and support staff will:

- Share high aspirations for the educational and personal achievement of LAC students.
- Maintain LAC students' confidentiality and ensure they are supported sensitively.
- Promote the self-esteem of LAC students within the Academy and provide them with stability and consistency.
- Understand the key issues that affect the learning of LAC students.
- Prevent the bullying of LAC students within the Academy.
- Highlight any concerns regarding academic progress or social development with appropriate pastoral managers or Heads of Year.

Responsibilities of Sandwell Virtual School

The Head teacher of Sandwell Virtual School is Paula Rushton. Every Looked After Child for whom Sandwell has corporate parent responsibility is part of the virtual school. The virtual school has a team of school based LACE developmental officers who work directly with students and staff to maximise engagement with learning and to promote success and achievement. The Academy LACE developmental officer is Mr Sat Bala.

The virtual school:

- Nurtures high aspirations for all LAC students
- Monitors the progress of all LAC students from Sandwell, including those placed out of borough.
- Responds to data at a strategic level.
- Commissions additional support for LAC student's eg tutoring, IT equipment.
- Coordinates services for LAC students.
- Trains and supports designated teachers.

Responsibilities of the LACE developmental officer

- To liaise with the LAC designated teacher regarding the educational, social and emotional needs of LAC students.
- To devise strategies, in coordination with Academy staff, to support the learning, attendance and social development of LAC students.
- To support the learning of LAC students in class, but also on a 1:1 basis as necessary, liaising with class and subject teachers.

- To develop an understanding of the KS3 and 4 curriculum and examination requirements to help ensure the success of LAC students.
- To support the Academy in ensuring that LAC students attend examinations and are provided with the emotional support they need to engage positively in assessments and examinations.
- To attend meetings and reviews, including PEPs, which involve LAC students.
- To facilitate Home-Academy liaison and to build positive relationships between Academy staff, social workers and carers.
- To provide support for behavioural interventions involving LAC students.

Policy Name LACE Policy

Responsible Officer Learning Support

Date Review March 2012