



SHIRELAND
COLLEGIATE ACADEMY TRUST

Shireland Collegiate Academy Trust Policy

Looked After Children

2018

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Policy Availability	Trust Website
Officer Responsible	Principal

Approved by the Shireland Collegiate Academy Trust Board

**The Trust, all Academies within the Trust and Shireland Learning Limited must
comply with this policy.**

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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 2009.

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

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.

Shireland Collegiate Academy Trust 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

Each academy will have a designated teacher who will:

- Ensure a welcoming and smooth induction for any Looked After Child and their carer, using a current Personal Education 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 termly basis, that contact details are updated, old targets reviewed and new ones set
- Ensure that the carer, social worker and LACE Virtual School 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, ensuring 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
- Annually report an overview of the needs and progress of LAC students (whilst retaining confidentiality) including:
 - Number of LAC students on roll
 - Attendance data, as a discrete group, compared to other students
 - Attainment data compared to their Progress 8 target grade
 - Number of fixed term and permanent exclusions as a discrete group and compared to other students
 - Information regarding LAC students' SEND status
 - Information regarding intervention provision and impact
 - Destinations of LAC students who leave the Academy

Responsibilities of the Standards and Performance Committee

The Standards and Performance Committee will:

- Identify a nominated Member of the Standards and Performance Committee for LAC students
- Support the Principal, Designated Teacher and other staff in ensuring that the needs of LAC students are recognised and met.

Responsibilities of individual members 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 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 the Designated Teacher and appropriate Head of Year or Pastoral Team.

Responsibilities of the Local Authority Virtual School

Every Looked After Child for whom a Local Authority has corporate parental responsibility is part of a virtual school which:

- Nurtures high aspirations for all LAC students
- Monitors the academic progress and attendance of LAC students
- Responds to data at a strategic level
- Commissions additional support for LAC students (through the provision of funding to pay for interventions such as additional tutoring)
- Coordinates services for LAC students
- Trains and supports designated teachers.

Responsibilities of a Virtual School 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 curricula 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