**Policy to Promote Educational Achievement and Welfare of Looked After Children (LAC)**

The Haven School

****

|  |  |  |
| --- | --- | --- |
| **Approved by:** | Zoie Stevenson | **Date:** Nov 2020 |
| **Last reviewed on:** | Nov 2020 | |
| **Next review due by:** | Sept 2021 | |

**a) The Objective**

To promote the educational achievement and welfare of Looked After Children.

**b) The Name of the Designated Teacher for Looked After Children**

|  |
| --- |
| Mrs Zoie Stevenson |

**c) The Role of the Designated Teacher for Looked After Children**

|  |
| --- |
| ***Within School:***   * to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them. * to ensure staff are fully trained so that they understand the needs of Looked After Children and are able to support them effectively. This training at the Haven school is delivered by our clinical psychologist. Daily briefing sessions give staff time to raise concerns (and celebrations) they have about students, so that strategies to support can be identified and implemented. * to ensure all Looked After Children have access to their own key worker and that they meet regularly with them. * to inform members of staff of the general educational needs of Looked After Children and to promote the involvement of these children in all aspects of school life. to include: extra-curricular activities and student voice. * to act as an advocate for Looked After Children * to develop and monitor systems for liaising with carers, Social Workers and the Virtual School for Looked After Children * to hold a supervisory brief for all Looked After Children e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date * to monitor the educational progress of all Looked After Children in order to inform the school’s development and provision/intervention planning, thereby ensuring that the attainment ‘gap’ is closing * to intervene if there is evidence of individual underachievement, absence from school or internal truancy * to ensure the involvement of LA Careers Advisers with year 11/post 16 Looked After Children * to report annually to the Governing Body of the school on Looked after Children’s progress   ***Work with Individual Looked After Children:***   * to enable the pupil to make a contribution to the educational aspects of their Care Plan; especially helping to ensure that each pupil has a Personal Education Plan - PEP (initiated by the pupil’s Social Worker) at least every term. |

|  |
| --- |
| ***Liaison:***   * to liaise with the member of staff responsible for monitoring children on the Child Protection Register * to help co-ordinate education and PEP reviews so that they can inform the pupil’s Care Plan * to attend, when appropriate, or arrange for someone else to attend, Looked After Children Care Plan meetings * to be the named contact for colleagues in Families First (including the Virtual School) * to forward information on Staffordshire Looked After Children’s current and target NC levels to the Virtual School (see PEP document) * to ensure the speedy transfer of information between agencies and individuals   ***Training:***   * to develop knowledge of legislation and good practice by attending training events organised by the Virtual School and cascade to school staff as appropriate. * to work towards achieving the Staffordshire’s Trauma Informed Attachment Aware status. |

**d) The name of a Management Board member with special responsibility for Looked After Children:**

|  |
| --- |
| **Julie Roper** |

**e) The role of that Board Member**

|  |
| --- |
| The named board member will ensure reporting to the Board on an annual basis:   * a comparison of NC levels/results as a discrete group * the attendance of pupils as a discrete group * the level of fixed term/permanent exclusions * pupil destinations   The named board member will ensure a school’s self-audit of provision for Looked After Children is undertaken.  The named governor should be satisfied that the school’s policies and procedure ensure that Looked After Children have equal access to:   * the full curriculum and extra-curricular activities * public examinations * careers information, advice and guidance * additional educational support * work experience |

**f) Responsibility for Looked After Children in School**

|  |
| --- |
| It is important that all school staff that are in contact with the child or young person are aware that he/she is being Looked After by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After Children.  In the absence of the usual class teacher, some information regarding the child’s circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Looked After children. |

**g) Admission Arrangements**

|  |
| --- |
| On admission, records (including the PEP) will be requested from the pupil’s previous school and a meeting will be held with carer/parent/Social Worker. A date will be agreed for a PEP meeting, taking reference to statutory timescales. An appropriate school induction will take place. |

**h) Involving the Young Person**

|  |
| --- |
| It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education. |

**i) Communication with Other Agencies**

|  |
| --- |
| Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person’s Social Worker in addition to the Foster Carer or Residential Social Worker. These are attached to the pupil’s PEP record.  Schools, Families First, including the Virtual School and education services should endeavor to co-ordinate their review meetings e.g. to have an Annual Review of an EHCP combined with a Statutory Care Review.  Schools, Families First, including the Virtual School and education services will need to exchange information between formal reviews if there are significant changes in the young person’s circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues. |

**j) Assessment, Monitoring and Review Procedures**

|  |
| --- |
| Each Looked After Child will have a Care Plan that will include a PEP which the Social Worker takes a lead in developing. School will play an active role in contributing to those areas of the PEP that are education related e.g.   * SMART target setting * identification of current and target NC levels * how additional resources are being utilised to meet educational targets (e.g. the Pupil Premium, Personal Education Allowance) * attendance * involvement in Extra Curricular Activities * Special Educational Needs (if any) * long term plans and aspirations   The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by Families First. In some cases the PEP will be reviewed every half term, or at other times if difficulties arise.  The named board member will ensure annually reporting to the management board on the progress of all Looked After Children against the key indicators outlined above alongside other indicators such as emotional regulation and social interaction. |

**Sept 2021**