Looked After Children (LAC) Policy

1. Objective
To promote the educational achievement and welfare of Looked After Children (LAC).

2. The Name of the Designated Teacher for Looked After Children: Daniel Brearey (Head)

3. The Role of the Designated Teacher for Looked After Children:

a) Within School Systems
- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by LAC and understand the need for positive systems of support to overcome them;
- to inform members of staff of the general educational needs of LAC, and to promote the involvement of these children in extra-curricular activities, home reading schemes, school councils etc.
- to act as an advocate for LAC;
- to develop and monitor systems for liaising with carers, Children's Services and the Virtual School.
- to hold a supervisory brief for all LAC (e.g. to ensure all relevant education and care information is available to school staff and carers, and that this information is kept up to date;
- to monitor the educational progress of LAC in order to inform the school's development plan;
- to intervene if there is evidence of individual underachievement or absence from school.

b) Work with Individual Looked After Children:
- to enable the child to make a contribution, where appropriate, to the educational aspects of their care plan;
- to help ensure that each pupil has a Personal Education Plan (PEP). The statutory guidance states that the PEP should be initiated by the young person's social worker. In Herefordshire, social workers are assisted by the Virtual School team;
- to ensure that the home-school agreement is signed by the primary carer

c) Liaison:
- to help co-ordinate education and LAC review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- to attend, arrange for someone else to attend, or to contribute in other ways to LAC care planning meetings (e.g. via the Virtual School team);
- to be the named contact for colleagues in the Virtual School and Children's Social Care;
- to ensure the speedy transfer of information between agencies and individuals.

d) Training:
- to develop knowledge of procedures for LAC in Herefordshire by attending training events organised by the Local Authority;
- to cascade training to school staff as appropriate.

4. The name of a Governor with special responsibility for Looked After Children: Dawn Brown

5. The role of that Governor:
a) The named governor will report to the Governing Body on an annual basis (where numbers allow anonymity):
- a comparison of attainment/progress as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions; and
- individual pupil destinations (if relevant).

b) The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:
- the national curriculum;
- public examinations;
- additional (educational) support; and
- extra-curricular activities;

6. Responsibility for Looked After Children in School

   6.1 It is important that all teaching staff who 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. It is appropriate for non-teaching staff to have knowledge that the young person is being looked-after only when directly involved with the young person.

   6.2 All staff need to respect the confidentiality and sensitivity of such information.

7. **Admission Arrangements**

   7.1 On admission, records (including the PEP) will be requested from the pupil's previous school.   An appropriate school induction will take place. A meeting to review the Personal Education Plan will be held.

8. Involving the Young Person

   8.1 It is important that a young person is aware that information is being recorded regarding their personal circumstances and that their contribution is sought. 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.

9. Communication with Other Agencies

   9.1 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 carer and parent(s). The social worker is responsible for advising a school whether reports should be sent to parents.

   9.2 Schools, the Virtual School, Children's Social Care and the SEN Team should endeavour to co-ordinate their review meetings.

   9.3 Children's Social Care, the Virtual School and schools 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).

   9.4 When information is shared electronically, it should be sent securely via Anycomms or only using a child's initials or UPN.

10.Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Personal Education Plan (PEP). This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- use of the LAC Pupil Premium
- attendance;
- achievement Record (academic or otherwise);
- behaviour;
- homework;
- involvement in Extra Curricular Activities;
- special needs (if any);
- development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- long term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated at least every term. This may be a face to face meeting, or a 'remote' PEP.

Policy approved by Governing Body on 08-02-17

Signed   Paul Mason   position   GB Chair

Policy due for review   Summer 2018