



King Edward VI School

**Education of Looked After Children
(Children in Care)
Policy**

October 2015

King Edward VI School

Policy on the education of Looked after Children (Children in Care)

Introduction

King Edward VI School believes that, in partnership with Suffolk County Council, we have a special duty to safeguard and promote the education of Looked after Children. We recognise that, nationally, students in care have significantly underachieved compared with their peers. We intend, through this policy, to promote the inclusion, well-being and achievement of these children in our school.

Aims

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children

To support our LAC (Looked after Children) and give them access to every opportunity to achieve their potential and enjoy learning.

To fulfil our school's role as corporate parents to promote and support the education of LAC, by asking the question, 'Would this be good enough for my child?'

What the school will do:

- Nominate a Designated teacher for LAC at Leadership Team level who will act as their advocate and co-ordinate support for them
- Nominate a school governor to support the Designated Teacher
- Support the Designated teacher in carrying out their role by making time and resources available and ensuring that they attend appropriate training.

Role & Responsibility of the Designated Teacher

The Designated Teacher for LAC is a senior member of staff with sufficient authority to influence school policy and practice.

The named teacher in this school is Jane Tyers (Assistant Headteacher Learning Support)

The Designated Teacher will:

- Be an advocate for all LAC children in this school
- Ensure confidentiality for individual children and only share personal information on a need-to-know basis
- Maintain an up to date record of all LAC who are on the school roll. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. Foster, residential, family or friends.
 - Name of Social Worker, telephone number.
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - Any SEN issues and level of support in place
 - Baseline information and all test results.
 - Attendance figures
 - Exclusions.
- Ensure a welcome and smooth induction for the child and their carer.
- Liaise with the social worker to ensure that a Personal Education Plan (PEP) is completed as soon as possible (and within 20 school days of the student joining the school and/or being taken into care)
- Ensure that the PEP for each child/young person includes appropriate targets. This must be compatible with the child's/young person's Care Plan and, where applicable, link with any other school based plan, e.g. Statement of Special Educational Needs/ EHCP, or Transition Plan, Pastoral Support Programme, internal target setting and reviewing
- Ensure the child, carer(s), social worker and other relevant parties receive early notification of school based meetings, parents evenings and other events and that communication, both written and oral, remains regular and positive
- Ensure that someone is available to attend LAC Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education (attendance at LAC reviews will be dependent on the timing of the review)
- Ensure that each student in care has an identified member of staff to confide in/talk to. The school has a specialist LAC Teaching Assistant, whose role is to support the 'looked after' students in making progress and raising attainment, liaising regularly with carers, social workers and the LACESS team.
- Inform the responsible social worker when a child in care is absent from school without notification as well as carers or duty staff if the child is in a residential facility
- Inform the carer/Social Worker and the LA of any fixed or permanent exclusions
- Promote the involvement of children in care in school clubs and extracurricular activities, providing financial support where necessary through Pupil Premium Plus
- Attend relevant training and cascade to school staff, where appropriate

- Liaise with the appropriate Local Authority personnel on a regular basis with regard to the performance, attendance and attainment of LAC (LACCESS team)
- Ensure that LAC, along with all children are listened to and have equal opportunity to pastoral support in school
- Ensure that they keep the school up to date with current legislation and its implications for the school in respect of LAC
- Report to the Governing Body annually on the performance of the LAC who are on the roll of the school (without naming individual children)
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

Roles & responsibilities of all staff

The school staff will:

- Ensure any child in care is sensitively supported and that confidentiality is maintained
- Have high aspirations for the educational and personal achievements of children in care
- Respond appropriately to requests for information to support the completion of Personal Education Plans and other documentation needed as part of review meetings
- Contribute to the designated teacher's requests for information on educational attainment and needs, as appropriate
- Provide a supportive climate in school, enabling children in care to achieve stability

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Roles & responsibility of the Governing Body

The governing body will:

- Ensure that there is a named Designated Teacher for LAC and that (s)he is enabled to carry out his/her responsibilities
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of LAC are met
- Nominate a governor who links with the Designated Teacher and who takes a special interest in this area of the school's work.

Responsibility of the Nominated Governor

The Nominated Governor will:

- Liaise with the Designated Teacher to ensure that a report is presented to the Governing Body on an annual basis which includes:
 - The number of LAC in the school (without detail or name)
 - The educational attainment as a discrete group, compared with that of other students
 - The attendance of students as a discrete group, compared to other students
 - Any fixed term/permanent exclusions
 - The destinations of students who leave the school.

- Ensure that the school's other policies and procedures give LAC equal access in respect of:
 - Admission to school
 - Appropriate curriculum and public examinations
 - Additional educational support where this is needed (whether in school or out of school)
 - Extra curriculum activities
 - Work experience and careers guidance, as necessary

All Governors and staff will:

Support the local authority in its statutory duty to promote the educational achievement of LAC.

Review

This policy will be reviewed as to its effective implementation on an annual basis and updated as appropriate.