

St Alban's C of E Academy



Looked After Children and
previously Looked After Children
Policy

St Alban's Academy

Looked-After Children and Previously Looked-After Children

This policy is informed by following the Department for Education (DfE) document:
The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf (DfE February 2018)

St Alban's Academy is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance for Looked-After Children (LAC) and Previously Looked-After Children and is committed to improving outcomes for them.

The governing body is committed to ensuring that LAC and previously LAC are supported as fully as possible and will ensure that the following are in place:

- A Designated Governor: Mr Dibble
- A Designated Teacher: Mr Jones
- Personal Education Plans (PEPs) for all LAC pupils
- The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that affect the attainment of LAC and Previously LAC
- All staff in school will have a clear understanding of the issues that affect LAC and Previously LAC; their learning needs; how to support them in school and issues relating to confidentiality
- Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

The role of the designated teacher for LAC and Previously LAC

The designated teacher:

- is the central point of initial contact within St Alban's Academy
- promotes the educational achievement of every LAC and Previously LAC on the school's roll works closely with the Virtual School Team to promote the education of LAC and Previously LAC and establishes a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised
- takes lead responsibility for ensuring school staff understand the factors, which can affect how LAC and Previously LAC learn and achieve
- promotes the educational achievement of LAC and Previously LAC by contributing to the development and review of whole school policies
- discusses their progress and involves them in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
- prioritises LAC and Previously LAC pupils who would benefit from one-to-one interventions, and that they have access to academic focused study support

- encourages participation in whole school activities and in decision making within the school and the care system
- advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are LAC or PLAC; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of LAC and PLAC
- works directly with LAC and PLAC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication
- ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home
- ensure they are aware of how the school teaches key skills such as reading and Maths; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
- has lead responsibility for the development and implementation of PEP's for LAC within school in partnership with others as necessary
- is responsible for ensuring that the PEP's are completed on Eclipse within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance
- ensures that the school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC pupils and can account for the impact of this Grant
- works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding LAC are quickly and effectively responded to
- should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.

The roles and responsibility of all staff

All staff at St Alban's Academy will:

- have high expectations of LAC and previously LAC's learning and set targets to accelerate educational progress;
- be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and how this might affect the child's behaviour;
- appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- understand the importance of involving the previously LAC child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The roles and responsibility of the Governing Body

The governing body of St Alban's Academy will:

- ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC;

- ensure that there is a named designated teacher for LAC and PLAC;
- ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding;
- through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;
- be aware of whether the school has LAC and PLAC and how many (no names);
- liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC;
- ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met;
- Review annually the effective implementation of this policy

Review

This policy will be reviewed annually by the Designated Teacher, staff and our governance body.