



Policy for the Education of Looked After Children and Previously Looked After Children

Rationale

Nationally, Children who are Looked After (LAC) or Previously Looked After (PLAC) significantly underachieve, are at greater risk of exclusion compared with their peers and have an increased likelihood of experiencing mental or social, emotional health issues. Many Looked After Children have suffered disrupted learning and may have missed extended periods of education. Many of these children have special educational needs (SEND). The gaps in their learning and in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. Attainment data for LAC and PLAC shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non LAC.

Helping Looked After Children succeed and providing a better future for them is a key priority for the St Aubyn Centre Education Department. This policy takes account of:

- Promoting the Education of looked after and previously looked after children (February 2018)
- Promoting the health and well-being of looked-after children (March 2015)
- The designated teacher for looked-after and previously looked after children (February 2019)
- Pupil Premium Policy and Practice for Child in Care

Definitions

For the purposes of this policy:

A child “looked after by the local authority” is one who is looked after within the meaning of section 22 of Children Act 1989

A previously looked after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangement relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from “state care” outside England and Wales.

The St Aubyn Centre Education Department’s approach to supporting the educational achievement of Looked After Children (LAC) and previously looked after children (PLAC) is based on the following principles:

- Prioritising education as part of their recovery programme
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes

- Achieving stability and continuity
- Student voice
- Promoting health and wellbeing
- Working in partnerships with carers, social workers, health professionals Virtual Schools Head (VSH) and other professionals

Implications

The Management Committee is committed to providing quality education for all pupils and will:

- Ensure a Designated Teacher for Looked After Children and previously looked after children (PLAC) is identified and enabled to carry out the responsibilities set out below.
- Ensure a Personal Education Plan (PEP) is in place, implemented and reviewed every term.
- Identify a Committee Member as Designated Member for Looked After Children.

The Education Department will champion the needs of Looked After Children and previously looked after children (PLAC), raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

Duties and Responsibilities of the Management Committee

- Identify a nominated Member for Looked After Children and previously looked after children (PLAC)
- Ensure that all Members are fully aware of the legal requirements and guidance on the education of Looked After Children and previously looked after children (PLAC)
- Allocate resources to meet the needs of Looked After Children and previously looked after children (PLAC), through funding from Pupil Premium Plus.
- Ensure the Education Department's other policies and procedures support the needs of Looked After Children and previously looked after children (PLAC) Procedures
- Monitor the academic progress of Looked After Children previously looked after children (PLAC) through an annual report produced by the Designated Teacher (see below).
- Ensure that the Education Department has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Designated Teacher and other staff in ensuring that the needs of Looked After Children and Previously Looked After Children (PLAC) are recognised and met.
- Receive a report once a year setting out:
 1. The number of LAC pupils
 2. Their attendance, as a discreet group, compared to other pupils

3. Qualifications achieved
4. The destinations of pupils who leave The St Aubyn Centre

Management Committee Members should be aware that all schools are required to have a Designated Teacher for LAC. Management Committee Members should also be aware that OFSTED will focus on Looked After Children and Previously Looked After Children (PLAC), monitoring how SACTED has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Special Educational Needs

The majority of looked after children have special education needs. Of those, a significant proportion will have Education, Health and Care (EHC) plans. SACTED will ensure that:

- The child's EHC plan will work in harmony with his or her care plan to tell a coherent and comprehensive story of how the child's needs are being met.
- Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible.

The Role of the Designated Teacher

The Designated Teacher at SACTED is Jon Belshaw the SENCO.

Government Guidance says that the Designated Teacher should be someone with sufficient authority to make things happen, who should be an advocate for Looked After Children, assessing services and support, and ensuring that SACTED shares and supports high expectations for them.

From September 2009, the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 to appoint a designated teacher to promote the educational achievement of LAC who are attending SACTED.

Our Designated Teacher will liaise with and support Key Teachers & external professionals to:

- Ensure a welcome and smooth induction at SACTED for the child and their carer, using the Personal Education Plan in consultation with the child's social worker.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and that the relevant Key Teacher has contributed to the process.
- Ensure that each LAC and PLAC has an identified member of staff that they may talk to. This need not be the Designated Teacher, will probably be the Key Teacher, but could be another staff member and should be based on the child's own wishes. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take.

- Track and monitor academic progress and target support appropriately liaising with the Key Teacher as necessary. Coordinate any support for Looked After Children and PLAC within SACTED.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Ensure, as far as possible, attendance of Key Teachers at planning and Looked After Children Review meetings.
- Act as an advisor to staff and Management Committee Members, raising their awareness of the needs of Looked After Children and PLAC.
- Communicate, alongside the Key Teacher, with relevant parties (carer, social worker, the Virtual School) the progress of the young person
- Liaise alongside the Key Teacher, with all professionals and agencies working with the Looked After Child and PLAC where appropriate.
- Ensure, alongside the Key Teacher, the speedy transfer of information between individuals, agencies and, if the pupil leaves SACTED, the pupils next educational placement.
- Support the Key Teacher in being pro-active in supporting transition and planning when moving to a new phase in education
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying by raising awareness of SACTED's anti-bullying policy.
- Be aware that 51% of Looked After Children and Previously Looked After Children have Strength and Difficulties Questionnaire scores which were "border line" or a cause for concern and an increased likelihood of experiencing mental or social, emotional health issues
- Promote inclusion in all aspects of SACTED life
- Ensure that attendance & achievement data is returned to the relevant Local Authority LAC Education Service team every term.
- Ensure that all staff have relevant training for Children Looked After needs and of this policy, to enable them to positively promote their education.
- Contribute to the development and review of SACTED's policies to ensure that they do not unintentionally put LAC and PLAC at a disadvantage.

Duties and Responsibilities of all Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all pupils.
- Maintain LAC and PLAC confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff to whom they may talk with.
- Respond promptly to the Designated Teacher's requests for information.

- Work to enable LAC and PLAC to achieve stability within SACTED.
- Promote the self-esteem of all LAC and PLAC.
- Have an understanding of the key issues that affect the learning of LAC and PLAC.
- Be aware that 60% of LAC say that they are bullied so work to prevent bullying

Pupil Premium Plus Grant

For students coming into care after September 4th 2017, Pupil Premium Plus will be allocated on a pro-rata basis. The allocation of this grant will be agreed at the first PEP (Personal Education Plan) meeting between the child, carer, parent (where present), Virtual School Teacher, Designated Teacher, Key Teacher and Social Worker.

Agreed by the Management Committee: 23 June 2021

Review due: June 2023