

	<h2 style="text-align: center;">Education and Looked After Children Policy</h2>
Person(s) Responsible:	
Approval:	Governing Body
Headteacher:	Gary Edmunds
Policy Originator:	Clare McGrath
Date Approved:	September 2020
Date of Review	September 2021

To be read in conjunction with: SEND Policy

1.0 Introduction

1.1 Spring Hill High School ('the school') is committed to providing quality education for all students, based on equality of opportunity, access and outcomes. This policy sets out the role of the school in supporting and enhancing the educational experiences of looked after children on its roll. The school recognises that nationally there is considerable educational underachievement of children in residential and foster care, when compared with their peers and is committed to implementing the principles and practice, as outlined in 'Promoting the education of looked after children' (July 2014) and Section 52 of the Children Act 2004.

2.0 Definition of a looked after child(LAC)

A 'looked after child' (LAC) is any child or young person taken into care by the local authority, being accommodated by the local authority or remanded/detained. The child's placement may include living with a relative, emergency care and short or long term formal foster placement.

2.1 Accommodated: A voluntary arrangement with parents as they may be ill, missing, or unable to cope for a period of time. The parents retain parental responsibility.

2.2 In Care: If a court has granted a care order or interim care order if it believes a child is suffering or is likely to suffer significant harm. A Care Order generally gives parental responsibility to the local authority or shares this with the parents.

2.3 Remanded/detained: Children who are the subject of emergency protection orders. Police may use their powers of protection and courts may remand into care following criminal charges.

The local authority are the 'corporate parents' of the child, and the school, as well as other involved professionals have a duty to work together to ensure that the child/young person is fully supported during their period of compulsory education. Looked After Children are

recognised to be a very vulnerable group in terms of education and future life chances and may have some or all of the following issues:

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development
- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues
- Poor attachments to others

Spring Hill High School, is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place and are working effectively:

- A named Designated Teacher for Looked After Children (This must be a qualified teacher as described in the Statutory Instruments 2009 No 1538)
- Personal Education Plans (PEP) for all Looked After Children up to the end of Year 11 and beyond this if the young person continues in education and chooses to continue the PEP
- All staff have a clear understanding of confidentiality and the issues that affect LAC
- Effective strategies that support the education of this vulnerable group
- Close working links with the local authority and all other involved professionals including the Virtual School Head teacher (or equivalent) for LAC

3.0 Role and Responsibility of the Designated Teacher

The Designated Teacher is Clare McGrath who will:

- Be an advocate for Looked After Children within the school
- Receive appropriate training and will consult the virtual school when appropriate
- Liaise with site deputies to ensure that the PEP is completed as soon as possible
- Co-ordinate support for the child in school and liaise with other professionals and carers as necessary
- Ensure school staff receive relevant information and training to ensure progress and provide feedback for review meetings
- Ensure confidentiality for individual children and only share very personal information on a need to know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible
- Ensure the child and carer receive early notification of EHCP meetings
- Ensure Looked After Children are represented in focus groups.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school during any transfer periods
- Seek urgent meetings with relevant parties where the child is experiencing difficulties or is in danger of exclusion and actively seek to minimise exclusions.
- Ensure, wherever possible, that exclusion is a last resort and only applied where absolutely necessary

4.0 Role and Responsibility of Deputy Headteacher

- Ensure a smooth and welcoming induction for any new looked after child and carer
- Ensure that PEPs and other records are kept up to date, review every three months, particularly in time to inform EHCP review meetings
- Ensure that each child in public care has an identified member of staff who they can talk to (this will usually be site deputy or their personal tutor)
- Support carers and communicate with them regularly e.g. giving guidance on how to support learning
- Ensure the best possible use of Pupil Premium Plus funding to support the student
- Encourage Looked After Children to participate in extra-curricular activities and out of hours learning where feasible, ensuring they are provided with any entitlements eg. access to the 16-19 bursary arrangements.
- Track the progress of Looked After Children within the school to ensure they remain “on track” and identify and ensure appropriate use of Pupil Premium to support the student.
- Ensure that returns on Looked After Children are completed as requested by the local authority.
- Monitor and support attendance for the student.

4.0 Role and Responsibility of all staff:

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained
- Be familiar with and respond to requests for information to support the completion of PEPs and other review meetings
- Contribute to the Designated Teacher and deputy headteacher’s request for information on educational attainment and needs as appropriate
- As with all children, ensure that no Looked After Child is stigmatised in any way
- Provide a supportive climate to ensure that a Looked After Child can achieve stability within the school setting
- Set high aspirations for the education and personal achievement of all Looked After Children
- Positively promote the self esteem of Looked After Children

5.0 Role and Responsibility of the Governing Body:

- Ensure all are fully aware of the legal requirements and guidance for Looked After Children
- Be aware of whether the school has any Looked After Children on roll and how many in each year group
- Ensure there is a named Designated Teacher for Looked After Children
- Liaise with the Headteacher to ensure the Designated Teacher is able to carry out their responsibilities in relation to Looked After Children
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of Looked After Children are met

- The Governing Body must work with the designated teacher to work on issues highlighted as issues relating to Looked After Children.
- Review the effectiveness of this policy at least every three years.

6.0 Confidentiality:

Information on Looked After Children will be shared with school staff on a 'need to know basis'. The Designated Teacher will discuss what information is shared with which staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person and other parties, complete confidentiality is to be maintained. Any reports to the Governing Body in relation to Looked After Children will not include names of children.

7.0 Training:

The Designated Teacher for Looked After Children will undertake regular training.