

Grace Academy Solihull

Looked-After Children and Previously Looked-After Children Policy

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Authors	Reviewed by Dawn Russell
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1. Objective and staff details

Grace Academy Solihull recognises that Looked-After Children and previously Looked-After Children:

- Nationally experience educational under-achievement
- Deserve the same life chances as any other child -to be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being
- Need good corporate parenting in order to realise their potential and improve their life chances

Grace Academy is committed to providing educational life chances for Looked-After Children, ensuring they access the five outcomes as set out in the Every Child Matters Agenda.

Statutory guidance for the designated teacher role for looked-after children and previously looked-after children (DfE February 2018) states:

All governing bodies:

- Ensure there is a designated member of staff to have responsibility for promoting the educational achievement of previously looked-after pupils who are no longer looked after in England and Wales because they are the
- subject of an adoption, special guardianship for child arrangement order, or were adopted from 'state care' outside England and Wales
- Ensure the designated person undertakes appropriate training; and holds Qualified Teacher Status
- Ensure they and the designated teacher have regard for any guidance issued by the Secretary of State.

Name of the Designated Teacher for Looked-After Children:

Stephanie Mackiewicz

Governor for Looked-After Children:

To be confirmed

2. Role of the Designated Teacher:

Within Academy systems:

- To ensure that all staff, both teaching and support, have an understanding of the difficulties and educational disadvantages faced by Looked-After Children and previously Looked-After Children, and all staff will understand the need for positive systems and protocols of support to overcome these difficulties.
- To inform members of staff of the general educational needs of Looked-After Children, and to promote the involvement of these students in extracurricular activities, included those of an academic nature (ie homework club)
- To ensure the Looked-After Child has an appropriately trained advocate to support them during the school day and/or external meetings
- To have a supervisory overview for all Looked-After Children, including ensuring all academic and pastoral information is current and available for all staff and carers
- To monitor the educational progress of Looked-After Children in order to inform the Personal Education Plan
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy
- To work with the Virtual School and Virtual Head in order to ensure best outcomes for the individual student

- To provide an annual report for the Governing Body

3. Work with Individual Looked-After Children:

- To ensure each Looked-After Child is able to make a contribution to the educational aspects of their care plan. This can be designated to their Assistant Head of Year/Head of Year who will also act as an advocate where appropriate
- To ensure that each Looked-After Child has a Personal Education Plan (the PEP should be initiated by the young person's social worker)
- To ensure the Home-School agreement is drawn up with the primary carer and signed by the social worker

4. Communication:

- To ensure that education and Looked-After Children reviews meetings are held, so the PEP can inform further support plans
- To attend, allow an appropriately trained member of staff to attend, or to contribute in other ways to Looked-After Children care planning meetings
- To ensure the timely transfer of information between agencies and individuals.

5. Responsibility for Looked-After Children in the Academy:

It is important that all teaching staff that are in contact with the Looked-After Child 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 Principal or the Designated Teacher for LAC.

It is appropriate and essential that pastoral staff who are working directly with the student and teaching Heads of Year/Heads of Department have knowledge that the student is being looked after.

In the absence of the timetabled class teacher, some information regarding the student's circumstances should be shared with the covering teacher. The extent of this sharing should be determined by the Principal or the Designated Teacher for Looked-After Children.

6. Admission Arrangements:

On admission, records (including the PEP) will be requested from the student's previous school and a meeting will be held with the care/parent/social worker. A date will be agreed for a new Personal Education Plan. An appropriate school induction will take place

7. Involving the Young Person:

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them depends on their age and understanding. The explanation should emphasise that the school, the Social Worker and their carers are working together to promote their education.

It is also important that the young person feels a part of the Looked-After situation. The Designated Teacher and/or other designated person should seek the young person's views regularly: this does not have to be formal but allows the young person to feel and understand they have a voice.

8. Communication with Other Agencies:

The Academy will ensure a copy of all reports (including end of year reports) are forwarded to the young person's Social Worker in addition to the carer or Residential Social Worker.

The Academy will work with the Local Authority and Virtual school to coordinate and accommodate review meetings, including Annual Reviews and Statutory Care Reviews. It is crucial that the Academy provides an accurate account of the student's educational progress and engagement with the wider aspects of school.

9. Assessment, Monitoring and Review Procedures:

Each Looked-After Child will have a care plan that will include a Personal Education Plan (PEP), lead and developed by the Social Worker. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance
- Achievement Records (academic and extra-curricular)
- Behaviour
- Homework
- Involvement with wider Academy project (ie fund-raising)
- SEND information (where appropriate)
- Short term plans to enhance progress
- Long term plans and aspirations (targets, including progress, career plans and aspirations).

The PEP will be updated regularly, at least every six months, as part of the Statutory Reviewing process.