



EFAT Looked After Child (LAC) Policy

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Policy Cover Note

Title of the Policy	EFAT Looked After Chile (LAC) Policy
Summary/Reason for bringing to Bord for Approval	Both Essa Academy and Essa Primary policies have been merged.
Statutory Requirement	Yes
Decisions to be made / recommendation on options	
Name of the author	Stacey O'Connor
Date written	20 th November 2020
Date for Review	1 st November 2021
Policy/Procedure to be published on the trust website	Yes
Policy/procedure to be published on the Academy/Primary website	Yes
Amendments/Updates	Both Essa Academy and Essa Primary policies have been merged and added any changes that may occur during the Covid period.

Looked After Child Policy

1. Vision

Our vision is to provide our children with the best opportunity to achieve their potential and develop into independent learners, irrespective of their background, culture, ethnic origin, religion or any other status.

Essa Foundation Academies Trust (EFAT) is an open, friendly learning community where everybody is valued and has a voice. In partnership with all stakeholders we aim to equip our children to live safe, healthy, fulfilling lives, enabling them to achieve success both today and in the future.

Our Admissions Policies is inclusive and truly reflect the needs of Looked After Children (LAC).

EFAT understands that Looked After Children both nationally and locally are known to significantly underachieve, have poorer educational outcomes and remain at greater risk of educational and social exclusion compared with their non-looked after peers.

We understand that in partnership with children's social care services, we play a major role in ensuring that Looked After Children are encouraged to achieve, to be healthy, to stay safe, to enjoy their lives and to have high expectations of their lives to come. Our approach to supporting the educational achievement of Looked After Children is based on the following principles:

EFAT will ensure every Looked After Child has an up to date Personal Education Plan (PEP) which will:

- Be compiled within a multi-agency PEP meeting.
- Monitored and promote good attendance.
- Involve the pupil in its planning.
- Maintain high expectations for Looked After Children.
- Identify areas of concern in the child's education and work proactively to address them.
- In partnership with pupils, social workers and carers ensure the LAC Pupil Premium + (PPG) is spent efficiently and effectively on individual Looked After Children and that both its use and its effect is recorded within PEP minutes.
- Promote inclusion by challenging and changing stereotyped attitudes towards Looked After Children and the care system.
- Provide stability and continuity within pupils' education.
- Intervene early in concerns and ensure all partner agencies are informed and involved.
- Be aware that Looked After Children may be experiencing emotional upset in their life.
- Encourage them to seek practical and emotional support within the school, listen to them and if necessary, signpost them to find additional help and support.
- Avoid permanently excluding Looked After Children by ensuring that all agencies have delivered their services and been fully consulted prior to consideration of such an exclusion.

EFAT and our local governing bodies are committed to helping every Looked After Child to achieve the highest levels they can, including supporting and promoting aspirations to achieve in their further and higher education.

Improved achievement will be measured by monitoring classroom progress, attainment, achievements and attendance which we monitor and report on via the PEP and Virtual School Portal. We respond promptly and accurately to requests for attainment data and other relevant information requested by the Bolton LAC Virtual School.

For our LAC we will also:

- Ensure a Designated Teacher of suitable seniority is identified and enabled to carry out the responsibilities as set out below.
- Identify a governor as Designated Governor for Looked After Children.
- Identify and champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, and ensure that they achieve to the highest level possible.

Our LAC Designated **Teachers** are:

- Essa Primary: Lisa Banks
- Essa Academy: Jodie Milburn and Stacey O'Connor

Our LAC Designated **Governors** are:

- Essa Primary: Nigel Whittle
- Essa Academy: Paul Davidson

2. Duties and Responsibilities of the Key Professionals

The Local Governing Bodies of EFAT will:

- Identify a nominated governor to represent the interests of Looked After Children and ensure that the governor is fully trained on the requirements of their role and associated legal issues.
- Be aware of and understand the statutory guidance applicable to the education of Looked After Children
- Ensure all school policies and procedures support Looked After Children's needs, including the school's admissions policy.
- Request performance data on Looked After Children at every governor meeting.
- Work to prevent exclusions and reduce time out of school by Looked After Children.
- Ensure that the school has an identified Designated LAC Teacher, and that the Designated Teacher has enough resource and authority to carry out his or her responsibilities.
- Commission from the Designated Teacher an annual report setting out the achievements/attendance etc of the schools looked after pupil population.

3. Duties and Responsibilities of the Principal

The Principals of EFAT will:

- identify a Designated Teacher for Looked After Children, whose role is set out as below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or be away from school for any length of time.
- ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take immediate action where progress, conduct or attendance is below expectations.
- be able to report on the progress, attendance and achievements of Looked After Children.
- ensure that all staff in the school receives relevant training and are aware of their responsibilities under this policy and related legislation and guidance.

4. The Role of the Designated LAC Teacher

Government Guidance 2014 states that the statutory role of the designated teacher should be delivered by “someone with sufficient authority to make things happen... [who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

At EFAT our Designated LAC Teachers will undertake the following tasks:

- Ensure a welcome and smooth induction for the child and their Carer, using the Personal Education Plan to plan for their transition in consultation with the child’s Carer, their social worker and associated professionals.
- Ensure that a Personal Education Planning meeting is held and actions from it inform the statutory care review.
- Track and monitor the academic progress of Looked After Children within the school and target support appropriately. Ensure relevant academic monitoring information is uploaded termly into the Bolton Virtual Schools Portal.
- Ensure confidentiality for individual pupils, sharing sensitive personal information with teaching staff on a need to know basis.
- Encourage Looked After Children to join in extra-curricular activities and access out of school learning opportunities.
- Ensure (when appropriate) the attendance of pupils at their PEP and Looked After review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children and informing the delivery of any sensitive school work (such as Family Tree lessons).
- Liaise with all professionals and agencies who are working with the pupil(s).
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transitions and associated planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.

- Be aware that many Looked After Pupils say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Ensure that requests for information that come from the Virtual Schools are responded to quickly.
- Ensure awareness of available grants and bursaries available to Looked After Children.
- Ensure that all school staff have relevant training for Looked After Children's needs and of this policy, to enable them to positively promote their education.
- Act as a champion for Looked After Children and advocate for them in school.

In consultation with the pupil's social worker, ensure an informed Personal Education Planning meeting is held within 20 days of the child entering the school and that the plan is designed, implemented and regularly reviewed twice per year for every Looked After Child (in line with Bolton's guidance on Personal Education Plans).

5. Covid19

Additional guidance due to the COVID19 pandemic has been implemented.

- Safeguarding officers at both Essa Academy and Essa Primary will continue to work with carers, professionals, and social workers the same during the Covid period
- During any lockdowns or period of time where school may be closed there will be a safeguarding member of staff allocated to making regular contact with LAC students to ensure their safety and to support their emotional needs

Related policies

- Safeguarding Policy