



PROMOTING THE EDUCATION OF LOOKED-AFTER CHILDREN (LAC) AND PREVIOUSLY LOOKED-AFTER CHILDREN (POST-LAC) POLICY

St Mary's C.E. Primary School understands that looked-after and previously 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 and previously 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 these children is based on the following principles:

St Mary's C.E. Primary School will ensure every looked-after child has an up to date Personal Education Plan (PEP) which will:

1. be compiled within a multi-agency PEP meeting;
2. monitor and promote good attendance;
3. involve the pupil in its planning;
4. maintain high expectations for looked-after children;
5. identify areas of concern in the child's education and work proactively to address them;
6. in partnership with pupils, social workers and carers ensure the LAC Pupil Premium Grant (PPG) is spent efficiently and effectively on individual looked-after children and that both its use and its effect is recorded within PEP minutes;
7. promote inclusion by challenging and changing stereotyped attitudes towards looked-after children and the care system;
8. provide stability and continuity within pupils' education;
9. intervene early in concerns and ensure all partner agencies are informed and involved;
10. be aware that looked-after children may be experiencing emotional upset in their life;
11. 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; and,
12. 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.

St Mary's C.E. Primary School and our governing body are committed to helping every looked-after and previously 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 the Virtual School Portal. We respond promptly and accurately to requests for attainment data and other relevant information requested by the Bolton Virtual School.

For our looked-after and previously looked-after children we will also:

1. ensure a Designated Teacher of suitable seniority is identified and enabled to carry out the responsibilities as set out below;
2. identify a governor as Designated Governor for looked-after and previously looked-after children; and,
3. identify and champion the needs of looked-after and previously looked-after children, raise awareness and challenge negative stereotypes about them, and ensure that they achieve to the highest level possible.

DUTIES AND RESPONSIBILITIES OF THE KEY PROFESSIONALS

The Governing Body of St Mary's C.E. Primary School will:

1. identify a nominated governor to represent the interests of looked-after and previously looked-after children and ensure that the governor is fully trained on the requirements of their role and associated legal issues;
2. be aware of and understand the statutory guidance applicable to the education of looked-after and previously looked-after children;
3. ensure all school policies and procedures support looked-after and previously looked-after children, including the school's admissions and over subscription policy;
4. request performance data on looked-after and previously looked-after children at every governors meeting;
5. work to prevent exclusions and reduce time out of school by looked-after and previously looked-after children;
6. ensure that the school has an identified Designated Teacher, and that the Designated Teacher has enough resource and authority to carry out his or her responsibilities; and,
7. commission from the Designated Teacher an annual report setting out the achievements/attendance etc. of the school's looked after pupil population.

DUTIES AND RESPONSIBILITIES OF THE HEAD TEACHER

The Head Teacher of St Mary's C.E. Primary School will:

1. identify a Designated Teacher for looked-after and previously 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;
2. ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of looked-after and previously looked-after children and take immediate action where progress, conduct or attendance is below expectations;
3. be able to report on the progress, attendance and achievements of looked-after and previously looked-after children; and,
4. ensure that all staff in the school receives relevant training and are aware of their responsibilities under this policy and related legislation and guidance.

THE ROLE OF THE DESIGNATED TEACHER

DfE Guidance 2018 states that “The most effective designated teachers have a leadership role in promoting the educational achievement of every looked-after and previously looked-after child on the school’s roll. This involves, working with VSHs to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalized learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.”

At St Mary’s CE Primary **School** our Designated Teacher will undertake the following tasks:

1. Ensure a welcome and smooth induction for the child and their Carer, using the Personal Education Plan (for looked-after children) to plan for their transition in consultation with the child’s Carer, their social worker and associated professionals.
2. Ensure that a Personal Education Planning meeting is held and actions from it inform the statutory care review.
3. Track and monitor the academic progress of looked-after and previously looked-after children within the school and target support appropriately. Ensure relevant academic monitoring information is uploaded termly into the Bolton Virtual Schools Portal.
4. Ensure confidentiality for individual pupils, sharing sensitive personal information with teaching staff on a need to know basis.
5. Encourage looked-after and previously looked-after children to join in extra-curricular activities and access out of school learning opportunities.
6. Ensure (when appropriate) the attendance of looked-after children at their PEP and statutory review meetings.
7. Act as an advisor to staff and Governors, raising their awareness of the needs of looked-after and previously looked-after children and informing the delivery of any sensitive course work (such as Family Tree lessons).
8. Liaise with all professionals and agencies who are working with the pupil
9. Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
10. Be pro-active in supporting transitions and associated planning when moving to a new phase in education.
11. Promote inclusion in all areas of school life.
12. Be aware that many looked-after and previously looked-after children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.
13. Ensure that requests for information that come from the Virtual Schools are responded to quickly.
14. Ensure awareness of available grants and bursaries available to looked-after and previously looked-after children.
15. Ensure that all school staff have relevant training for looked-after and previously looked-after children needs and of this policy, to enable them to positively promote their education.
16. Act as a champion for looked-after and previously looked-after children’s needs and advocate for them in school.
17. In consultation with a looked-after child’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 Child Looked After (in line with Bolton’s guidance on Personal Education Plans).