



Hele's School Children in Care Policy

Designated Teacher for Looked after Children: Sandra Crawford

Updated: February 2024

Review Date: February 2025

Abbreviations used in this policy

LAC – Looked after Children

PLAC – Previously Looked after Children

ePEP – Electronic Personal Education Plan

EWO – Education Welfare Officer

LA – Local Authority

SENCo – Special Educational Needs Coordinator

Linked Documentation

- DfE The designated teacher for looked-after and previously looked-after children, February 2018

Aims of this policy

Looked After Children (LAC) and previously Looked After Children (PLAC) are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational under achievement when compared to other groups. Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this. Hele's School is committed to ensuring that all children receive access to a broad and balanced curriculum which motivates and inspire them to learn. This policy aims to ensure that careful planning, monitoring and evaluation of all LAC and PLAC students is carried out to ensure best educational outcomes are achieved.

1. Definition

Looked after Children (LAC) is a term that refers to children in the care of the Local Authority. This can happen either with parental agreement or when a court makes a Care Order. The child may be:

- living with foster carers
- in a residential unit
- with family members
- sometimes with their parents.

Hele's School recognises that Looked after Children may have very specific needs.

2. Hele's School's Commitment to Looked after Children (LAC) and Previously Looked after Children (PLAC)

2.1 The educational achievement of looked after children as a group remains unacceptably low. There are five key reasons why children in care underachieve in education:

2.1.1 Too many young people's lives are characterised by instability.

2.1.2 Young people in care spend too much time out of school or other place of learning.

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- 2.1.3 Children do not have sufficient help with their education if they get behind.
 - 2.1.4 Carers are not expected, or equipped, to provide sufficient support and encouragement at home for learning and development.
 - 2.1.5 Children in care need more help with their emotional, mental or physical health and wellbeing.
- 2.2 Hele’s School is committed to helping every child achieve the highest educational standards he or she possibly can.
 - 2.3 Looked after Children are a priority for admission and Hele’s School will follow the LA’s admission criteria.

3. Action Plan

- 3.1 Hele’s School is committed to enhancing the achievement and welfare of Looked after Children (LAC).
- 3.2 Hele’s School will ensure equal access to a broad, balanced and ambitious education and appoint a named governor for Looked after Children (LAC).
- 3.3 Hele’s School will nominate a Designated Teacher for Looked After Children (LAC) who will act as their advocate and co-ordinate support for them.
- 3.4 However, the Designated Teacher will be supported in the day-to-day responsibilities towards Looked after Children (LAC) by:
 - 3.4.1 Acting as a resource and advocate for Looked after Children (LAC).
 - 3.4.2 Ensuring that the young person has a voice in setting his or her own learning targets.
 - 3.4.3 Record and monitor academic progress and attendance, and report to the Virtual School Principal for LAC and the Designated Governor for LAC.
 - 3.4.4 Monitor attendance and exclusions weekly.
 - 3.4.5 Maintain Electronic Personal Education Plans (ePEPs) along with the child’s social worker and review as part of the care review process.
 - 3.4.5 Promote good communication between all those involved in the child’s life and ensure staff are aware of all relevant information.
 - 3.4.6 Liaise pro-actively with Virtual School Team and Social Care Team.
 - 3.4.7 Take an active interest in the use of funding to support Looked after Children.
 - 3.4.8 Ensure that a member of staff attends care reviews, whenever possible.
 - 3.4.9 Provide additional support for transition between schools/key stages and liaise with new Designated Teacher.
 - 3.4.10 Link with SENCo to ensure any Special Educational Needs are assessed on arrival and met. All Looked after Children (LAC) will have a Learning Plan to outline their needs.
 - 3.4.11 Encourage engagement in school clubs or activities and ensure participation in school trips and curriculum enhancement activities.

4. Responsibilities

To ensure that Looked after Children are given the best opportunities to succeed:

- 4.1 **The Tutor will:**
 - 4.1.1 Be aware of any students in their Tutor Group who are LAC.
 - 4.1.2 Be a friendly and welcoming face each day for the LAC.

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- 4.1.3 Monitor attendance of the LAC carefully and highlight attendance concerns to Head of Year.
 - 4.1.4 Monitor Class Charts, keeping track of homework set.
 - 4.1.5 Monitor rewards and sanctions that the LAC may receive and raise concerns with Heads of Year, if appropriate.
 - 4.1.6 Monitor progress data such as Progress Checks carefully and discuss these with the LAC.
 - 4.1.7 Ensure that the LAC is properly dressed for school and is carrying the correct equipment.
 - 4.1.8 Encourage the LAC to take part in the wider curriculum such as after-school clubs and activities.
 - 4.1.9 Liaise with the carers of LACs over any concerns related to the above.
- 4.2 **The Designated Person, in conjunction with the Head of Year will:**
- 4.2.1 Act as a resource and advocate for Looked after Children (LAC)
 - 4.2.2 Record and monitor academic progress and attendance, and report to the Virtual School Team.
 - 4.2.3 Monitor attendance and exclusions weekly and liaise with Deputy Principal (Support and Intervention).
 - 4.2.4 Maintain ePEPs along with the child’s social worker and review as part of the care review process.
 - 4.2.5 Promote good communication between all those involved in the child’s life and ensure staff are aware of all relevant information.
 - 4.2.6 Liaise pro-actively with the Virtual School Team, Social Care Team and Virtual School Principal.
 - 4.2.7 Take an active interest in the use of funding to support LAC.
 - 4.2.8 Ensure that a member of staff attends care reviews, whenever possible.
 - 4.2.9 Link with SENCo to ensure any Special Educational Needs are assessed on arrival and met.
 - 4.2.10 Encourage engagement in school clubs or activities and ensure participation in school trips and curriculum enhancement activities.
 - 4.2.11 Lead the Pastoral Support Manager to support in exercising the duties above.
 - 4.2.12 Conduct round-robins on LAC when required.
- 4.3 **The subject teacher will:**
- 4.3.1 Be aware of which students in their class are LAC.
 - 4.3.2 Ensure that LAC information is recorded in mark books.
 - 4.3.3 Highlight any general causes of concern to the Tutor and HOY.
 - 4.3.4 Ensure that LAC in their class are making ‘expected progress’ and, if not, intervention strategies are put in place in conjunction with HOD.
- 4.4 **The Head of Department will:**
- 4.4.1 Be aware of which students in each year group are LAC.
 - 4.4.2 Ensure that LAC in their subject are making ‘expected progress’ and, if not, intervention strategies are put in place in conjunction with the subject teacher.
 - 4.4.3 Highlight any general causes of concern to the Tutor and HOY.

5. Review

The Designated Teacher will review this policy annually.

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