William Penn
Policy for Education of Looked After Children

William Penn School recognises the duty to safeguard and promote the education of Looked after Children. This policy has been produced to take account of the West Sussex Corporate Parent Board, West Sussex Virtual School for LAC and National Government strategies for LAC.

Aim

To provide a safe and secure environment which promotes the abilities and potential of all children.

To bring the attainment of our Looked after Children nearer to those of their peers.

Responsibilities

The School will:

- Actively support and promote the education of Looked after Children.
- Work in partnership with carers and agencies.
- Support foster carers to value educational achievement and improve attendance.
- Celebrate the achievements of Looked after Children.
- Maintain register / database of all Looked after Children in the School.

This will include a record of:

- The name of the social worker, area office and contact details.
- Status i.e. care order or accommodated.
- Who holds Parental Responsibility, together with a note of any limitations on the ability or right to exercise this Parental Responsibility.
- Type of placement e.g. foster, respite, residential.
- Name of the contact person in the Virtual School and contact details
- Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent, carer, key worker in children's home.
- Share Child safeguarding / disability information if appropriate.
- Baseline attainment information and all test results.
- Named persons who should receive copies of reports.

This school will respect the confidentiality of Looked after Children and ensure that any information is shared on a need to know basis.

The Governing Body will;

- Ensure all governors are fully aware of the legal requirements and guidance for Looked After Children.
- Be aware of whether the school has Looked After Children and how many.
- Support the Head teacher, Designated Teacher and other staff in ensuring the needs of Looked After Children are met.
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body.
- Review the effective implementation of this policy at least every three years.
- Nominate a Senior Leader as Designated Teacher for Looked after Children.

The Designated teacher will:

- Act as an advocate and co-ordinate support for the school's LAC.
- Provide an annual report to Governors (see 'Monitoring and Evaluation').
- Liaise with West Sussex Virtual School to ensure every child is receiving 25 hours of education per week, and to ensure additional support is available if required.
- Ensure that there is a current PEP for each child to include appropriate targets. This must be compatible with the child's Social Services Care Plan and form part of any other school plan. E.g. a full Statement of Special Educational Needs, Transition Plan, Pastoral Support Programme.
- Organise and chair a termly PEP meeting.
- Liaise with Social Services so that reviews on each child are attended, if necessary or are supported by a written report that promotes the continuity and stability of their education.
- Ensure that should a Looked after Children be identified as at risk of exclusion, contact is made with the LA Inclusion Officer and the Head of the Virtual School.
- Participate in appropriate training as provided by West Sussex Virtual School.
- Ensure that on admission or transfer all relevant information is requested or sent to the new school.
- Have high expectations for the educational and personal achievement of Looked after Children.
- Positively promote the self esteem of Looked After Children.

- Ensure that systems are in place to identify underachievement and prompt use of early intervention strategies.

- Refer any attendance concerns to the Education Welfare Officer, and supply attendance data as required.

- Ensure that systems are in place to keep staff up to date and informed about Looked after Children.

- Ensure that Looked after Children are listened to and have access to support and counselling in school.

- Maintain an overview of the needs and progress of Looked after Children.

- Ensure the co-ordination of any extra pastoral or academic help required and, where possible, prioritise access to extra curricular activities and the full range of additional support available to all students in the school.

- Ensure speedy transfer of information between individuals and other relevant agencies.

- Ensure that there is sensitivity to the background of LAC in the teaching materials available, especially around work on families and family trees.

- Contribute to the statutory LAC reviews in person or in report form – written or verbal.

MONITORING AND EVALUATION

The designated teacher will prepare a termly report for Governors on the achievements and current status of the school's LAC.

This will include,

- Workload issues arising as a result of the number of LAC on roll in the school.
- Levels of progress made by LAC in relation to all children.
- Whether the pattern of attendance and exclusions for LAC is different to that of all children.
- Any progress or planning issues arising from the PEPs.
- Whether LAC have Special Educational Needs and whether they are at School Action, School Action Plus or have full Statements.
- How the teaching and learning of LAC are reflected in the Development Plan re resources and interventions.
- The impact of any school policies on LAC.
- Where age appropriate: NC test results.
- Attendance figures.
- Exclusion issues.
- Changes in home placements.
- Interventions to raise achievement, such as study support, learning mentor support, home school contracts, Pastoral Support Plans, counselling support.
- Information about non-academic progress in extra curricular activities.

The Governing Body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in their peer group.

Signed: Date: