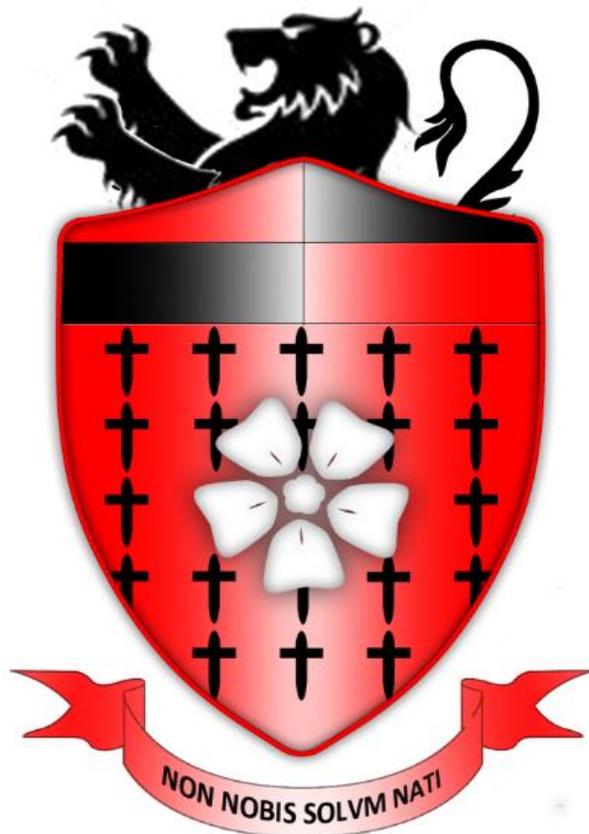


# Hornsea School & Language College



## Looked After Child Education Policy

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<b>Date Created:</b>	November 2009	
<b>Approved by:</b>	<b>Headteacher:</b> 20.11.19	<b>Governing Body:</b> 20.11.19
<b>Last Reviewed:</b>	<b>Date:</b> November 2019	<b>By:</b> Chris Hamling
<b>Date of Next Review:</b>	November 2020	

## **Looked After Child Education Policy**

### **Introduction**

Hornsea School and Language College (HSLC) is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness and an inclusive ethos. In pursuit of this and with regard to the education of Looked After Children (LAC), HSLC, observes and is committed to working in partnership with parents / carers and agency partners and implementing the principles and practice, as outlined in statutory guidance and identified best practice, this includes for example,

- Promoting the education of looked-after children and previously looked-after children, statutory guidance for local authorities, February 2018(DfE)
- The role and responsibilities of the designated teacher for looked-after and previously looked-after children (DfE February 2018)
- School Admissions Code, December 2014 (DfE)
- Annual and revised guidance Pupil Premium: Allocation and conditions of grant
- The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017 and the Care Planning, Placement and Case Review (England) Regulations 2010, as amended
- East Riding Local Authority, Virtual School policies and procedures

HSLC continues to adopt an innovative multi-agency approach to supporting the emotional needs, well-being and educational progress and attainment of LAC. Our Student Support Team of dedicated non-teaching staff is managed by the HSLC Head of Inclusion (a qualified and HCPC registered Social Worker) and continues to be a demonstration of our investment in and commitment to supporting our more vulnerable/disaffected students, including those who are 'Looked After'.

### **Looked After Children**

A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.

### **Overview of HSLC Support Structure(s) for LAC**

Vicky Parnaby is the Designated Teacher for LAC and PLAC as part of her role as the Head of Learning Enhancement (SENCo).

The nominated HSLC Governor for LAC is Mr Ian Smith

The Head of Inclusion (Chris Hamling) and Head of Learning Enhancement (SENCo) work closely and collaborate to ensure that at a strategic and operational level within school, the needs of the LAC cohort are met and that a holistic approach is adopted.

HSLC has a dedicated LAC Pastoral Manager in post and based within the Student Support Team, who focuses on supporting the LAC cohort in school on a daily basis and liaising with partner agencies and carers to promote and ensure positive engagement with learning for each and every LAC. An established and structured program of LAC mentoring support and academic progress tracking is in place alongside 'open door' access to the LAC Pastoral Manager

The Head of Inclusion and LAC Pastoral Manager work collectively and take the professional lead role in terms of oversight and ensuring that LAC at HSLC are fully supported. The Head of Learning Enhancement (SENCo) assists as required

Additionally, The LAC cohort is also monitored and supported through the HSLC 'Disadvantaged Pupil'\* structure(s) which is overseen and managed by the Head of Learning Enhancement (SENCo) and which involves the routine and ongoing monitoring of this cohort in terms of progress in school across areas such as academic attainment / progress, attendance, additional needs, pastoral care, engagement with learning etc.

*\*Please note that the term 'Disadvantaged Pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. Ofsted School inspection handbook, P.25, footnote 43.*

LAC have open access to the Student Support Team which comprises professionals and access to specialist staff from a variety of partner agencies and backgrounds and disciplines – including Social Work, Counselling, Education Welfare, Youth and Family Support Service, Substance Misuse and Sexual Health, Emotional Literacy and Mental Health and School Nurse. Based in its own building on the school site, the Team is at the heart of an even wider network of support for our pupils. It may be rightly viewed as a multi-agency hub that is in place to support the diverse needs of the school community

Routine, day to day contact and liaison with academic Progress Leaders and Pastoral Manager's and other teaching staff along with the strong links with partner agencies, ensures that early intervention / support (with a strong emphasis on transitional work into Year 7) is co-ordinated and that the individual needs of each LAC s are understood and supported throughout their school life.

The Student Support Team works closely with relevant professionals (e.g. Social Work Case Manager and respective LA Virtual School Head) to undertake timely and informed LAC Reviews and Personal Education Planning (PEP) meetings in line with the timescales stipulated by statutory guidance and in conjunction with the policy and procedures of the relevant Local Authority that has responsibility for the individual LAC. HSLC has developed strong, positive and mutually supportive links with the each respective LAC Virtual School, which serves to promote effective and accountable use of PPG funding and the well-being, safeguarding and educational progress of the LAC cohort. The same principle applies to the relationships developed with foster carers.

We work closely with partner agencies and professionals to ensure that the Pupil Premium Grant the individual LAC Pupil Premium Plus (PP+) is utilised effectively and have established procedures within school to monitor and evaluate the impact of this. This brings transparency and accountability to the use of LAC PP+ funding received. This takes place within the overarching 'Disadvantaged Pupil' tracking support structure. We foster strong and close links with foster carers and support the viability of placements wherever possible. LAC academic progress and attainment, meaningful engagement with education, healthy personal development and wellbeing remains a key focus.

### **HSLC Commitment**

As a result of the adversity that they may have experienced, LAC may face some or all of the following, often mutually reinforcing challenges:-

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/ cognitive development
- Be bullied or bully others.
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues
- Poor attachments to others

This makes LAC an extremely vulnerable group in terms of education achievements and related future life chances and a well-documented and respected evidence base support this.

HSLC is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A lead professional with responsibility for LAC and a 'team around the child' approach to supporting each LAC with support as appropriate drawn from across the school staff and partner agencies to promote and maintain positive engagement with education and progress.
- Personal Education Plans for all LAC, supported by a mentoring program and robust academic progress tracking with clearly targeted use of PPG and bespoke interventions as required
- All staff have a clear understanding of LAC and confidentiality and issues that affect LAC
- Effective strategies that supports the education of this vulnerable group (e.g. consideration of past adversity and 'attachment' issues).
- Strong links and joint working with the HSLC Learning Support Team

### **Role and Responsibilities of the Lead Professional(s) for LAC**

The Lead Professional's at HSLC (Head of Inclusion, LAC Pastoral Manager and Head of Learning Enhancement (SENCo) will:

- be an advocate for LAC within school and the Local Authority
- support the transition process from Yr 6 or non-standard entry
- when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
- support the established procedures that are in place by each Local Authority to ensure that a Personal Education Plan (PEP) is completed and up to date. Discuss with the relevant Social Worker and Virtual School Head the timing of PEP meetings, which should be timely and completed in line with the timescales outlined in statutory guidance or by exception in the event of changes in circumstances. This should be prepared with the child and the carer, in conjunction with the social worker and other relevant support workers/agencies, and be linked to and inform the statutory LAC Review process and associated timescales. collect, collate and share information as appropriate from school staff to inform the planning process
- keep PEPs and other records up to date, prepare information and updates in time to inform review meetings
- ensure that each LAC (in line with their wishes) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Lead Professional for LAC). Initially and unless otherwise arranged, this will be the LAC Pastoral Manager
- ensure that foster carers have an identified and easily accessible point of contact in school (LAC Pastoral Manager)
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- ensure staff receive relevant information and training and act as an advisor to staff and governors
- ensure confidentiality for individual children and only share personal information on a need to know basis
- provide written information to assist planning/review meetings and ensure attendance as far as possible
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive.
- encourage LAC to participate in extra-curricular activities and out of hours learning, where feasible

- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- share information and any concerns and seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded and work with partner agencies (e.g. Virtual School and Children's Social Care) to review and put in place appropriate and supportive arrangements for the continuation of education in line with statutory guidance
- ensure that appropriate data is provided to inform planning and progress monitoring – as requested by the relevant Local Authority
- be proactive in requesting appropriate supporting information from partner agencies e.g. Child's Plan, relevant assessments etc.
- Challenge appropriately any decision that are deemed to be to the detriment of a LAC and escalate concerns in line with local procedures and protocols in event of continued concerns (e.g. using Resolving Inter-Agency Disagreements guidance) and involving then CISRO as appropriate

### **Roles and Responsibilities of all staff**

- ensure that any LAC is supported sensitively and that confidentiality is maintained
- be familiar with the and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings (e.g. LAC reviews) on educational attainment and needs, as appropriate
- respond positively to any request from a LAC to be the named person that they can talk to when they feel it is necessary – following discussion with the LAC Lead Professionals
- support the Lead Professional for LAC when requests for information are made
- as with all children, ensure that no LAC is stigmatised in any way;
- provide a supportive climate to enable a LAC to achieve stability within the school setting
- as with all children, have high aspirations for the educational and personal achievement of LAC
- positively promote the self-esteem of LAC
- work with the school Lead Professional's for LAC to review progress and address any difficulties or shortcomings in progress
- make every effort to attend meetings in school when circumstances dictate that this would be useful to supporting LAC

### **Roles and Responsibilities of the Governing Body**

The governing body of this school will:

- ensure all governors are fully aware of the appropriate legal requirements and guidance for supporting LAC in school
- be aware of whether the school has LAC and how many (no names);
- ensure that there is a named Lead Professional for LAC
- liaise with the Head Teacher to ensure that the Lead Professional for LAC is enabled to carry out his responsibilities in relation to LAC
- support the Head Teacher, Lead Professional for LAC and other staff in ensuring the needs of LAC are met
- nominate a governor (Ian Smith) who links with the Lead Professionals for LAC, receives regular progress reports and provides feedback to the governing body. These reports should not include any names of individual children for child protection and confidentiality reasons.
- review the effective implementation of this policy on an annual basis

## **Confidentiality**

- Information on looked after children will be shared with school staff on a “need to know basis”
- The Lead Professional for LAC will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

## **Training**

The Head Teacher and the Lead Professional for LAC will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.