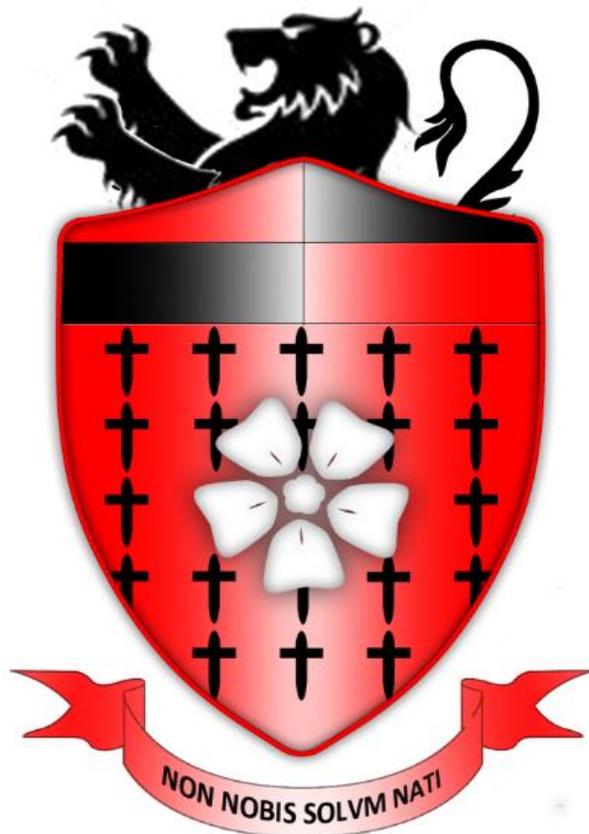


Hornsea School & Language College



Previously Looked After Child Education Policy

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Previously-Looked After Child Education Policy

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 pupils identified as Previously-Looked After Children (PLAC), 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 PLAC. 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 PLAC

Previously Looked-After Children

Previously looked-after children are those who:

- Are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order
- Were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit

Overview of HSLC Support Structure(s) for PLAC

Vicky Parnaby is the Designated Teacher for PLAC as part of her role as the Head of Learning Enhancement (SENCo). The 'HSLC 'Disadvantaged Champion' is Rachel Schofield.

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 PLAC cohort are identified and met and that a holistic approach is adopted. This approach is predicated upon establishing and maintaining a mutually supportive, open, transparent and positive relationship with parents / carers and any professionals and partner agencies involved (e.g. Virtual School Head) working together in the best interests of the child.

The PLAC cohort is directly supported through the overarching HSLC 'Disadvantaged Pupil'* structure(s) which is overseen and managed by the Head of Learning Enhancement (SENCo) and 'HSLC 'Disadvantaged Champion' (Rachel Schofield) 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.*

PLAC have open access to the generic Pastoral support structures within HSLC as well as 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.

Pupil Premium Plus (PP+) for PLAC

Statutory guidance provides the framework for the management of PP+

- 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)

PLAC are eligible for PP+, this reflects the significant additional barriers potentially faced by PLAC and spending will take account of the specific needs of the eligible pupil.

The Designated Teacher (Vicky Parnaby, Head of Learning Enhancement (SENCo)), takes responsibility for ensuring that the any specific needs of PLAC are understood by the school's staff and reflected in how the school uses PP+ to support these children.

For PLAC, PP+ funding is managed by the child's school. PP+ is not a personal budget for individual children and school manage the PP+ allocation for the benefit of the cohort of PLAC according to children's needs.

HSLC Commitment

As a result of the adversity that they may have experienced PLAC 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 PLAC 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 PLAC and a 'team around the child' approach to supporting each PLAC with support as appropriate drawn from across the school staff and partner agencies to promote and maintain positive engagement with education and progress.

- Robust academic progress tracking with clearly targeted bespoke interventions as required
- All staff have a clear understanding of PLAC and confidentiality and issues that affect PLAC
- Effective strategies that supports the education of this vulnerable group (e.g. consideration of past adversity and 'attachment' issues).

Role and Responsibilities of the Lead Professional(s) for PLAC

The Lead Professional's at HSLC (Head of Learning Enhancement (SENCo) and Head of Inclusion):

- be an advocate for PLAC 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 any procedures that are in place by each Local Authority to ensure that PLAC needs are met
- maintain up to date records to and prepare information and updates to inform communication, planning and decision making
- ensure that each PLAC (in line with their wishes) has an identified member of staff that they can talk to. Initially and unless otherwise agreed, this role will be fulfilled by the dedicated LAC Pastoral Manager (Donna Lindley)
- ensure that carers / parents have an identified and easily accessible point of contact in school (Head of Learning Enhancement (SENCo) and Head of Inclusion)
- co-ordinate support for the child in the school and liaise with other professionals and parents / 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 PLAC 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 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
- Challenge appropriately any decision that are deemed to be to the detriment of a PLAC and escalate concerns in line with local procedures and protocols in event of continued concerns (e.g. using Resolving Inter-Agency Disagreements guidance) as appropriate

Roles and Responsibilities of all staff

- ensure that any PLAC is supported sensitively and that confidentiality is maintained
- respond positively to any request for a PLAC to be the named person that they can talk to when they feel it is necessary
- support the Lead Professional for PLAC when requests for information are made
- as with all children, ensure that no PLAC is stigmatised in any way;
- provide a supportive climate to enable a PLAC to achieve stability within the school setting

- as with all children, have high aspirations for the educational and personal achievement of PLAC
- positively promote the self-esteem of PLAC
- work with the school Lead Professional's for PLAC 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 PLAC

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 PLAC in school
- be aware of whether the school has PLAC 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 Professionals for PLAC and other staff in ensuring the needs of PLAC are met
- nominate a governor (Ian Smith) who links with the Lead Professionals for PLAC, 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 Professionals for PLAC will discuss what information is shared with which school staff

Training

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