



## **POLICY FOR LOOKED AFTER CHILDREN**

Approved by Essa Academy LGB- 21<sup>st</sup> June 2016

Policy written- April 2016

Policy based on- Bolton MBC's model policy

Date for review- April 2019

# Essa Academy

  

## Promoting the Education of Looked After Pupils

Essa Academy is part of the Essa Foundation Academies Trust.

Essa Foundation Academies Trust and its academies understand that Looked After Pupils 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.

### **Therefore Essa Academy:**

Understands that in partnership with children's social care services we play a major role in ensuring that Looked After Pupils are encouraged to achieve, to be healthy, to stay safe, to enjoy their lives and to have high expectations of their lives to come.

As such this academy's approach to supporting the educational achievement of Looked After Children is based on the following principles:

This academy will ensure every Looked After Pupil 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 pupils
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 pupils 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 academy, listen to them and if necessary signpost them to find additional help and support.
12. Avoid permanently excluding looked after pupils by ensuring that all agencies have delivered their services and been fully consulted prior to consideration of such an exclusion.

This academy and our local governing body is committed to helping every 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 attainment, achievements and attendance which this academy will monitor and report on via the PEP and the Virtual Schools Portal.

We will respond promptly and accurately to requests for attainment data and other relevant information requested by the Bolton LAC Virtual Schools

For our Looked After Pupils 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 Children
3. Identify and champion the needs of 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 ESSA ACADEMY WILL:**

1. Identify a nominated governor to represent the interests of 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 Children.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335964/Promoting\\_the\\_educational\\_achievement\\_of\\_looked\\_after\\_children\\_Final\\_23-....pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335964/Promoting_the_educational_achievement_of_looked_after_children_Final_23-....pdf)
3. Ensure all academy policies and procedures support looked after children's needs including the academy's admissions and over subscription policy.
4. Request performance data on Looked After Pupils at least termly at our local governing body meetings
5. Work to prevent exclusions and reduce time out of the academy by Looked After Children
6. Ensure that the academy has an identified Designated LAC Teacher, and that the Designated Teacher has enough resource and authority to carry out his or her responsibilities.
7. Commission from the Designated Teacher an annual report setting out the achievements/attendance etc of the academy's Looked After Pupil population.

## **DUTIES AND RESPONSIBILITIES OF THE PRINCIPAL**

The Principal of Essa Academy will :

1. Identify a Designated Teacher for 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 academy or be away from academy for any length of time.
2. Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of 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 Children.
4. Ensure that staff in the academy receive relevant training and are aware of their responsibilities under this policy and related legislation and guidance.

## **THE ROLE OF THE DESIGNATED TEACHER**

Government Guidance 2014 states that the statutory role of the designated teacher should be delivered by “someone with sufficient authority to make things happen... [who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the academy shares and supports high expectations for them”

In Essa Academy our Designated LAC Teacher will:

1. Ensure a welcome and smooth induction for the child and their Carer, using the Personnel Education Plan 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 Children within the academy 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 Children to join in extra-curricular activities and access out of academy learning opportunities.
6. Ensure (when appropriate) the attendance of pupils at their PEP and Looked After review meetings.
7. Act as an advisor to staff and Governors, raising their awareness of the needs of 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/academy.
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 academy life.
12. Be aware that many Looked After Pupils say they are bullied, so will actively monitor and prevent bullying in the academy by raising awareness through the academy'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 Children
15. Ensure that all academy staff have relevant training for Looked After Children's needs and of this policy, to enable them to positively promote their education.
16. Act as a champion for Looked After Children and advocate for them in academy.
17. In consultation with the pupil's Social Worker, ensure an informed Personal Education Planning meeting is held within 20 days of the child entering the academy, a plan is designed, implemented and regularly reviewed twice per year for every Looked After Child, *(in line with Bolton's guidance on Personal Education Plans.)*

Signed by

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Principal  
Essa Academy

Designated LAC Governor  
Essa Academy