



**LAURUS**  
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TRUST

## **Looked After Children Secondary Schools**

**Author:** Mrs W Searle

**Last Reviewed:** June 2017

**Next review Date:** June 2018

**Reviewed by:**

Our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents
- children who are the subjects of a care order (section 31) or interim care order
- children who are the subjects of emergency orders for their protection
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Looked after children' - LAC.

We recognise that, nationally, there is educational underachievement of Looked after children, when compared with their peers, and we are committed to implementing the principles and practice, as outlined in the statutory guidance, "The roles and responsibilities of the designated teacher for Looked after children" and "The Children and Young Persons Act 2008", also the "Designated Teacher (Looked After Pupils etc.) (England) Regulation 2009. Also, the guidance of "Improving the attainment of looked after young people in Secondary Schools". The Children Act places a duty to safeguard Looked after children, to promote their educational achievements and to ensure that they are able to "achieve to and reach their full potential".

The Improving Attainment Guidance recognises the collective responsibility of Local Authorities and schools to support looked after young people by setting out these principles:

1. Doing the things they do for all young people but more so
2. Balancing high levels of support with real challenge
3. Skilfully linking each young person to a key person they relate well to
4. Making it a priority to know the young people well and to build strong relationships
5. Developing strong partnerships with carers, local authorities and specialist agencies

6. Making things happen and seeing things through
7. Ensuring consistency as well as discrete flexibility
8. Actively extending the horizons of each young person
9. Planning for future transitions

### **The Role of the Designated Teacher:**

The Guidance introduced two key measures:

1. To ensure that a Designated Teacher is nominated in every school
2. To ensure Personal Education Plans (PEPs) are in place for all LAC

We are committed to ensuring that the Designated Teacher and all staff are enabled to carry out their responsibilities effectively.

Each school within the Trust will have a named Designated Teacher who has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role will make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised. In promoting the educational achievement of looked after pupils the designated teacher should:

- contribute to the development and review of whole school policies to ensure that they do not unintentionally put Looked After Children at a disadvantage;
- make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve;
- promote a culture in which Looked After Children believe they can succeed and aspire to further and higher education;
- promote a culture in which Looked After Children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;
- be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after;
- have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary. Further information on the role of the designated teacher and the PEP is set out in the guidelines mentioned at the beginning of this policy.

The designated person will link with an appropriate, named, governor to report on:

- the number of LAC on roll and the confirmation that they have a PEP
- their attendance compared to other students
- their attainment compared to other students
- the number, if any, of fixed term and permanent exclusions
- the destinations of students who leave the school

## Equality Impact Statement

Names and titles of people involved with this assessment	<b>Wendy Searle – Acting SENCO</b> <b>Dave Brown – Deputy Headteacher</b>
Impact assessment carried out with regard to identified characteristics	Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Religion & belief <input type="checkbox"/> Sexual orientation <input type="checkbox"/>
Summary of any issues/proposed changes	N/a
Date	30.05.2017
Date of next review	30.05.2018