



FOUNDRY COLLEGE
LOOKED AFTER CHILDREN POLICY

Document Control Information

Version	DATE	DESCRIPTION
1	29/06/2015	Adopted for Foundry College
2	20/09/2017	Updated by Nicky Rees (Deputy / Designated LAC Teacher) to reflect current practice and college ethos

Reviewed	20/09/17
Responsibility	Nicky Rees
Committee	Resources
Review Date	09/2019
Signed	John Bayes

Who are our Looked After Children?

Children and young people become ‘Looked After’ either if they have been taken into Care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes but a smaller number may be in a children’s home, living with a relative or even be placed back at home with their natural parent(s).

LAC will have a care manager who arranges their care plan.

Foundry College is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. We recognise that, nationally there is considerable educational underachievement of Looked After Children, when compared with their peers, and we are committed to implementing the principles and practice, as outlined in DfEE Circular 0269/200 and DfEE / DOH Guidance 2000 and the Children Act (2004). 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 Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- Prioritising education
- Having high expectations
- Inclusion – changing and challenging attitudes
- Achieving continuity and stability
- Early intervention – priority action
- Listening to children and young people

The Guidance introduced two key measures:

- To ensure designated teachers are nominated in every school
- To ensure Personal Education Plans (PEPs) are in place for all Looked After Children.

Foundry College and the Management Committee are committed to ensuring that the Designated Teacher for Looked After Children and staff are enabled to carry out their responsibilities effectively.

Role and Responsibility of the Designated Teacher:

The Designated Teacher should:

- Act as an advocate for children and young people in care in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances
- Ensure a smooth and welcoming introduction for the child / young person and carers (and parents where possible). Note any special requirements, including care status
- Ensure confidentiality for individual children / young people and only share information on a need to know basis
- Ensure that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by Looked After Children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their academic achievement
- Ensure that each Looked After Child has an identified member of staff that they can talk to
- Promote a climate of acceptance and challenge negative stereotypes
- Maintain an up to date record of all Looked after Children who are on the school roll.

This will include:

- Status i.e. care order or accommodated
 - Type of Placement ie foster, respite, residential
 - Name of Social Worker, area office, telephone number
 - Daily contact and numbers eg name of parent or carer or key worker in children's home
 - SEND Code of Practice
 - Child Protection information when appropriate
 - Baseline information and all test results
 - Attendance figures
 - Exclusions
- Ensure that a Personal Education Plan is completed for each child / young person (within 20 working days of entering care or joining a new school). This should be prepared with the child / young person and the carers (and parents if possible) in liaison with the Virtual School, social worker and other relevant workers / agencies. The PEP must be compatible with the child's / young person's Care Plan and where applicable, include any other college plan, eg EHCP, Individual Learning Plan, Individual Behaviour Plan. The PEP should be reviewed termly.
 - Provide written information to assist planning / review meetings and ensure attendance as far as possible
 - Ensure that if / when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority
 - Ensure that the College is kept up to date with current legislation and any implication for the College in respect of Looked After Children
 - Report to the Management Committee annually on the performance of the Looked After Children who are on the roll of the college.

The designated teacher for Foundry College is Nicky Rees.

Role and Responsibility of the Headteacher

The Headteacher will:

- Appoint the Designated Teacher
- Ensure that the Designated Teacher has received appropriate training
- Oversee the development of the policy on Looked After Children

Roles and responsibilities of all staff

All staff should:

- As with all children / young people, have high aspirations and celebrate the educational and personal achievement of Looked After Children
- Be familiar with the Guidance on Looked After Children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- Liaise with the Designated Teacher where a Looked After Child / Young Person is experiencing difficulty

Role and responsibility of the Management Committee

The Management Committee should be satisfied that:

- The College has a coherent policy for Looked After Children

- The Designated Teacher has received appropriate training
- Looked After Children / Young People have equal access to all areas of the curriculum
- The Management Committee receives an annual report giving an overview of the number of LAC pupils, their provision, interventions, attendance, progress and achievements.