



ROYAL LATIN SCHOOL

“High Expectations For All”

LOOKED AFTER CHILDREN POLICY & PROCEDURE

Date agreed by the Latin People & Development Committee on behalf of the Governing Body	23rd September 2019
Date to be reviewed	September 2022
Governors’ Committee accountable for the review	Latin People & Development
Senior Leadership Team member accountable for review	Marcella McCarthy
Date approved by Full Governing Body	14th October 2019

Signed:.....(Name:.....)

Chair of Governors

Date

Policy Title	Looked After Children
Date of Issue	14th October 2019

Expected Outcomes
<ul style="list-style-type: none"> • Looked After Children (LAC) have access to quality teaching • The progress of LAC across the curriculum is tracked (using data, teacher reports and book scrutinies) in order to facilitate good outcomes • The student Premium funding is used effectively and efficiently • LAC play a full role in all aspects of school life, as appropriate
Additional Comments (e.g. Risks identified / Alternatives considered / Costs involved / 'Do nothing' option?)

Date for review	September 2022
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Outcomes (with evidence)
Additional Comments (include any recommendations)

Policy Objective:

To promote the educational achievement and welfare of Looked After Children (LAC) on the roll of the school.

At the Royal Latin School we will create an environment where Looked After Children (LAC) have access to excellent educational provision and are prioritised for additional support through school-based interventions, in accordance with the DfE Guidance Document for Designated Teachers - February 2018.

We recognise that our school plays a vital role in providing a stable base for LAC and in promoting their academic, social and emotional development. We promote staff training in their specific needs, so that all adults are sensitive to the barriers to learning that LAC experience and feel able to support the children discreetly and confidentially, as needs arise. Our school community aims to champion the needs of LAC to ensure they make rapid progress during their period in care.

Our Aims for LAC:

- To provide a safe and secure environment where education is always central to the planning and all adults understand the specific needs of LAC
- To narrow the gap between the attainment of LAC and their peers, ensuring accelerated and rapid progress
- That they benefit from school-based interventions, even if they do not meet the criteria for that and to use the allocated student Premium (PP) to ensure effective impact
- That LAC students are given guidance and support to have aspirations for Post-16 education and suitable career guidance.
- For all LAC to have a minimum of three Personal Education Planning (PEP) meetings in an academic year and for the joint planning to actively impact on each child's learning on a daily basis, to ensure accelerated and rapid progress
- For all adults to provide discreet, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school
- That school systems facilitate discreet support, as appropriate
- LAC and their foster families will feel part of the school community; they will be actively welcomed into the community in recognition of the particular needs of this group

Roles and Responsibilities:

The Headteacher and Governing Body are committed to promoting improved educational life chances for LAC. They will ensure that the Designated Teacher for LAC has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role. They will monitor

the role of the Designated Teacher to ensure that all LAC and make accelerated and rapid progress and that the whole school staff receives appropriate training.

The Designated Teacher for **Looked After Children** is **Martin Farrell**.

He is a qualified teacher, and will promote improved educational life chances for LAC by:

- Developing expertise in the field of LAC
- Acting as an advocate for Looked After Children in the school.
- Providing and attending training and offering advice to all school staff
- Promoting a school culture which is supportive and has high expectations for LAC
- Ensuring that LAC have access to quality teaching by ensuring that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them;
- Promoting the involvement of LAC in school homework clubs, competitions, teams, extra curricular activities etc
- Ensuring that LAC are not overlooked for positions of student responsibility within the school eg student council because of their care status
- Ensuring that LAC have opportunities to develop their aspirations through appropriate and targeted career guidance
- Tracking the progress of LAC across the curriculum using data, teacher reports and book scrutinies
- Intervening if there is evidence of individual underachievement, absence from school or internal truancy
- Prioritising LAC for school-based additional support, even when the young person does not meet the criteria
- Ensuring that the PEP is used effectively and efficiently
- Enabling the child to make a contribution to the educational aspects of their care plan
- Ensuring that carers and care staff are engaged with the targets outlined in the PEP.
- Performing a coordinating role with school staff and outside agencies
- Ensuring effective communication with the school's assigned Education Adviser from the Virtual School
- Regularly reporting to the Head and Governing Body on the attainment of LAC and school resource and staff training needs for working with this group

The Governor for **Looked After Children** is **Philip Dart** who will report to the Governing Body on an annual basis:

- a comparison of test scores as a discrete group, compared with those of other students;
- the attendance of students as a discrete group, compared with other students;
- the level of fixed term/permanent exclusions; and
- student destinations.

The named Governor should be satisfied that the school's policies and procedure ensure that looked-after students have equal access to:

- A broad and balanced curriculum;
- public examinations;
- careers guidance;
- additional educational support;
- extra-curricular activities; and
- work experience.

Safeguarding:

School staff will be vigilant for any safeguarding issues which can impact particularly on LAC, for instance peer-on-peer issues, by familiarising themselves with the school's Child Protection and Safeguarding policy and the 'DfE: Keeping Children Safe in Education' document, if there are any safeguarding concerns.

Multi-Agency Working:

School staff will engage with colleagues from other agencies and facilitate their work. This should include: Virtual Schools, Social Care, health, carers. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of LAC.