



Altrincham Grammar School for Girls

Bright Futures EDUCATIONAL TRUST

Name:	Looked-after & Previously Looked-after Children's Policy
Approved by:	Governors – TLB&S Committee
Policy Created:	2010
Date of review	3 years
Update Approved:	November 2021
All policies are available to stakeholders either on the school website or upon request from the school office.	

PRINCIPLES

The school is dedicated to providing a positive, varied and enriched educational experience for all looked after and previously looked-after children and strives to ensure a high level of progress and achievement from our looked-after and previously looked-after cohort.

Looked-after and previously looked-after children are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared with their peers. For example, they may experience:

- A high level of disruption and change in school placements.
- A high level of disruption in home life.
- Lack of involvement in extra-curricular activities and experiences.

The above may result in:

- Poor examination success rates in comparison with the general population.
- Poor attendance rates in comparison with the general population.
- Underachievement in further and higher education, employment or training.

PURPOSE

The aims of this policy are:

- To promote and support the educational achievement and welfare of looked-after and previously looked-after children.
- To ensure all staff are informed of the specific needs of looked-after and previously looked-after students.
- To ensure equality of opportunity for looked-after and previously looked-after children.
- To achieve continuity and stability for looked-after and previously looked-after children.
- To involve looked-after and previously looked-after students in their education.
- To support looked-after and previously looked-after students into appropriate further education, employment or training.
- Ensure the statutory guidance in the following documents is implemented in school:
 - The designated teacher for looked after and previously looked-after children: Statutory guidance on their roles and responsibilities' (February 2018)
 - Promoting the education of looked-after and previously looked-after children: Statutory guidance for local authorities to support looked-after and previously looked-after children's aspirations to achieve in further and higher education (February 2018)
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POLICY

1.	Definition of looked-after and previously looked-after children
	Looked-after children
1.1	For the purposes of this guidance: <ul style="list-style-type: none">• a child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;• a previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person³, or has been adopted from 'state care' outside England and Wales; and• a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society
1.2	The Designated Teacher will satisfy themselves that the child is eligible for support by asking the child's parents for evidence of previously looked after status. Where parents are unable to provide clear evidence of their child's status, the designated teacher will use their discretion and contact the Virtual School Head (VSH), if necessary.

2.	Entitlement of looked-after and previously looked-after children
2.1	All looked-after and previously looked-after students will be entitled to: <ul style="list-style-type: none">• A dedicated mentor, in addition to a designated teacher and pastoral support.• Priority entry to extra-curricular clubs and activities.• Priority access to careers advice.• Priority places on educational school trips and visits.• For students in Year 7-11, funding from Pupil Premium Plus (PP+).• Post 16 students are eligible for the 16-19 bursary.

3	Responsibilities of the Designated Teacher
	A designated teacher for looked-after and previously looked-after children will be named in school. The Designated Teacher will:
3.1	<ul style="list-style-type: none">• Be central point of initial contact within the school and manage the process of how the school engages with others (e.g. social workers, virtual school heads), works in a joined up way and minimises disruption to the student's education.• Act as the key liaison professional for other agencies and carers in relation to looked-after and previously looked-after children.• Ensure that the voice of the child is always heard.• Ensure that each student has a known and preferred member of staff in school that they can talk to.• Cultivate and maintain a culture of high aspiration for looked-after and previously looked-after children.



	<ul style="list-style-type: none"> • Be an advocate for looked-after and previously looked-after children within the school. • Be aware of the social, emotional and mental health issues that looked-after and previously looked-after children may face and draw upon specialist services e.g. Healthy Young Minds and Educational Psychologists, where necessary. • Track and monitor achievement, progress, attendance and punctuality of looked-after and previously looked-after children. • Actively encourage and promote out of hours learning and extra-curricular activities for looked-after and previously looked-after children. • Ensure that looked-after and previously looked-after children receive priority support for their future plans, including careers advice and guidance and financial information. • Work closely with the Designated Safeguarding Lead regarding any safeguarding concerns. • Work closely with the SENCO regarding any individual needs of students. • Communicate with parents/carers on entry to the school to establish whether students have 'previously-looked after' status and are therefore eligible for PP+. • Offer advice and strategies to staff to ensure all looked-after and previously looked-after children have high levels of achievement and attendance. • Ensure looked-after or previously looked-after children are a priority for appropriate and quality one-to-one support, if required. • Ensure confidentiality for individual students, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual student. • Ensure that all looked-after children have an appropriate PEP (Personal Education Plan) that is completed before their first statutory LAC Review from going into care and ensure that the student contributes to the plan. • Lead on how the PEP is used as a tool in school to make sure the student's progress towards education targets is monitored. Ensure that the PEP is updated and available in time for the local authority review of the student's wider care plan. • For 11-16 students, ensure that the PEP includes information about how the allocated pupil premium plus funding will be used to support and raise attainment, attendance and participation in school life. • Liaise with the VSH to agree how funding can most effectively be used to improve attainment for looked-after and previously looked-after children. • Ensure that PP+ funding for previously looked-after children is managed and used appropriately to support and raise attainment, attendance and participation in school life. • Ensure that post 16 students are in receipt of the 16-19 bursary. • Attend and contribute information to statutory reviews of the care plan for looked after children. • Ensure all records/PEPs are kept in accordance with safeguarding procedures. • Attend relevant training about meeting the needs of looked-after and previously looked-after children. • Convene a multi-agency meeting if a looked-after or previously looked-after student is experiencing difficulties, or is at risk of exclusion. • Ensure speedy transfer of information, records and controlled assessment, in the case of a transfer to another educational placement. • Maintain links with the Virtual School Head if a child becomes previously-looked-after. • Report, at least annually, to the Governing body and inform relevant policy and practice development. • Ensure that the needs of looked after and previously looked after children are central to all school policies. • Promote good home-school links with carers, parents and guardians. •
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4.	Responsibilities of All Staff
4.1	As with all students, have high aspirations and celebrate the educational and personal achievement of looked-after and previously looked-after children.



4.2	Be aware of the emotional, psychological and social effects of loss and separation experienced by Looked-after and previously-looked-after children. Be familiar with guidance on the education of looked-after and previously looked-after children.
4.3	and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
4.4	Liaise with the Designated Teacher when a looked-after or previously looked-after children is experiencing difficulty. Heads of Department should: <ul style="list-style-type: none">• Track looked-after and previously looked-after children as key cohort.• Prioritise looked-after and previously looked-after children for intervention and support.• Keep the Designated Teacher informed on student progress.
4.5	Senior Tutors / Senior Leaders and dedicated pastoral support staff should: <ul style="list-style-type: none">• Provide additional support for looked-after and previously looked-after children, where needed.• Keep the Designated Teacher informed of any pastoral concerns affecting the welfare, achievement and attendance of looked-after and previously looked-after children.

5.	Responsibilities of the Governing Bodies
5.1	Nominate a governor with responsibility for looked-after and previously looked-after children who liaises with the Designated Teacher. In this school, the safeguarding link governor has responsibility for looked-after and previously looked-after children.
5.2	Ensure there is a named, Designated Teacher for looked-after and previously looked-after children who is allocated time to fulfil their role with looked-after and previously looked-after children.
5.3	Ensure that the Designated Teacher is a fully qualified teacher who has completed the appropriate induction period and is working as a teacher in the school.
5.4	Ensure that the Designated Teacher is a fully qualified teacher in the school who has completed the appropriate induction period and has suitable seniority, professional experience and status. Ensure the Designated Teacher undertakes relevant training. Receive regular reports from the Designated Teacher regarding attendance, progress and impact of PP+.
5.5	Ensure that the admission criteria and practice prioritises looked-after and previously looked after children according to the latest Admissions Code of Conduct.
5.6	Ensure all governors are fully aware of the legal requirements and guidance for looked-after and previously looked-after children.
5.7	Ensure that the school's policies and procedures give looked-after and previously looked-after children equal access in respect of: <ul style="list-style-type: none">• National Curriculum and public examinations.• Out of school learning and extra-curricular activities.• Work experience and careers guidance.
5.8	Review the effective implementation of this policy, preferably annually, and at least every three years.

6.	Admission Arrangements
6.1	The school will ensure looked-after and previously looked-after children are prioritised in the school's over-subscription criteria.
6.2	On admission, records will be requested from the looked-after or previously looked-after children's previous school.
6.3	A meeting will be held with carers/parents/social workers, as appropriate, to complete the baseline information to inform the child's PEP.
6.4	A home/school agreement will be drawn up with the primary carer.
6.5	An appropriate school induction will take place.



7.	Allocation of Resources.
7.1	The DFE Guidance is clear that the Pupil Premium + Grant (PPG) for LAC, must be used by schools for the benefit of the child's educational needs as outlined in their PEP. The impact of the PPG+ must be measurable and evidenced.

8.	Training
8.1	The Principal, Designated Teacher and Assistant Vice Principal CPD will be responsible for ensuring all staff are briefed on the latest regulations and practices outlined in good practice and national guidelines documentation.

Responsibility

Responsible Staff	Mrs Katie Galvin, Mrs Jenny Ogunmyiwa
Approving body	TLB&S Committee
References	
The Designated Teacher for LAC is Mrs Katie Galvin, Assistant Vice Principal Head of Sixth Form – Statutory guidance on their roles and responsibilities. DfE February 2018	
'The designated teacher for looked after and previously looked-after children: Statutory guidance on their roles and responsibilities' (February 2018)	
Promoting the education of looked-after and previously looked-after children: Statutory guidance for local authorities to support looked-after and previously looked-after children's aspirations to achieve in further and higher education (February 2018)	