

Our Lady's Catholic College

ELAC Policy



Policy Statement

At Our Lady's Catholic College we aim to support looked after young people by:

- ✓ Doing the things we do for all young people but more so
- ✓ Balancing high levels of support with real challenge
- ✓ Skilfully linking each young person to a key person they relate well to
- ✓ Making it a priority to know the young people well and to build strong relationships
- ✓ Developing strong partnerships with carers, local authorities and specialist agencies
- ✓ Making things happen and seeing things through
- ✓ Ensuring consistency as well as discrete flexibility
- ✓ Actively extending the horizons of each young person
- ✓ Planning for future transitions

JLX: Sept 2015

Review Date: July 2016

Approved by Governors: Awaiting ratification

Definition

Looked After Children are those in public care and are either –

1. Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
2. Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
3. Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

Aims

That Looked After Children will prosper as per the Every Child Matters agenda, that is to

- Stay safe
- Be healthy
- Enjoy and achieve
- Be involved
- Acquire economic well being

Rationale

- The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Looked After Children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

ROLES AND PRIORITIES

The Headteacher and Leadership Team, The Headteacher and Leadership Team will ensure the provision/outcomes for Looked After Children are specifically recorded in:-

- School Improvement Plan
- SEF
- Appropriate School Policies and Procedures
- Specific Reports on issues such as student progress in relation to targets and Fischer Family Trust; exam results; attendance; behaviour, sanctions, exclusions; student voice.

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The Headteacher and Leadership team will also:-

- Provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.
- Ensure staff are aware that the provision to support Looked After Children is a key school priority.
- Give the Designated Teacher for Looked After Children the time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in Looked After children in the school.
- Challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of Looked After Children achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of Looked After Children on the school's roll.

Governing Body

- The Governing Body will appoint a Designated Teacher for Looked After Children.
- The Governing Body will receive reports on Looked After Children as outlined above.

Designated Teacher, the Designated Teacher will

- Be a champion for Looked After Children within the school and ensure that they are receiving special provision.
- Ensure that the Looked After Children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who are Looked After Children, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement levels of Looked After Children –
 - the students are following an appropriate curriculum (and in Year 9 make the best possible option choices);
 - the students know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
 - the school's data tracking and comparisons with FFT show on at least a termly basis if a student is underachieving with monitored intervention strategies then being put into place;
 - the students are entered for SATs and public exams in all cases unless it is totally inappropriate;
- the students have access to any booster support that is available in the school;
- the students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
- students on the Special Educational Needs register receive all possible support to meet their needs;
- able students have access to the school's Gifted and Talented provision;
- all possible support is given at times of transition (KS1 – KS2, KS2 – KS3, KS3- KS4);
- students are completing homework and coursework on time and of good quality and that intervention takes place if this is not the case.
- the students have full access to any booster support that is available in the school;
- the students have all possible individual assistance in developing their basic skills including reading;
- students on the SEN register receive all possible support to meet their needs;
- able students have access to the school's Gifted and Talented provision;
- - all possible support is given at the times of transition (KS1 - KS2: KS2 - KS3: KS3 KS4);
- students are completing homework and coursework on time and to a good quality and that intervention occurs if this is not the case.
 - To ensure that Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history.
 - To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.

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- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To meet with the Looked After Child weekly to check progress and to listen to his/her views about both in school and out of school issues.
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
- To monitor attendance on a weekly basis and to report any concerns to the EWO straightaway.
- To draw up strategies for students who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- In secondary schools to ensure that:-
 - students undertake work experience and have access to enterprise and work related education, including Aim Higher and link activities with further and higher education;
 - students receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education, employment or training;
 - students are given specific help in developing the social and personal skills that will give them better life chances.
 - To undertake periodic student voice exercises.
 - To encourage students to be fully involved in extra curricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
 - To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
 - To make provision for specific mentoring or counselling as needed.
 - To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
 - To ensure that students are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
 - To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child being bullied.
 - To ensure that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.
 - To liaise closely with the Virtual School Team
 - contact the Virtual School Team if access is needed to a Social Worker or a multi agency team;
 - informing the Virtual School Team of any problems out of school that seem to have been identified;
 - seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Looked After Children;
 - keeping the Virtual School Team informed about the general progress of Looked After Children;
 - informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.**NB: The Virtual School Team will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.**

Teachers

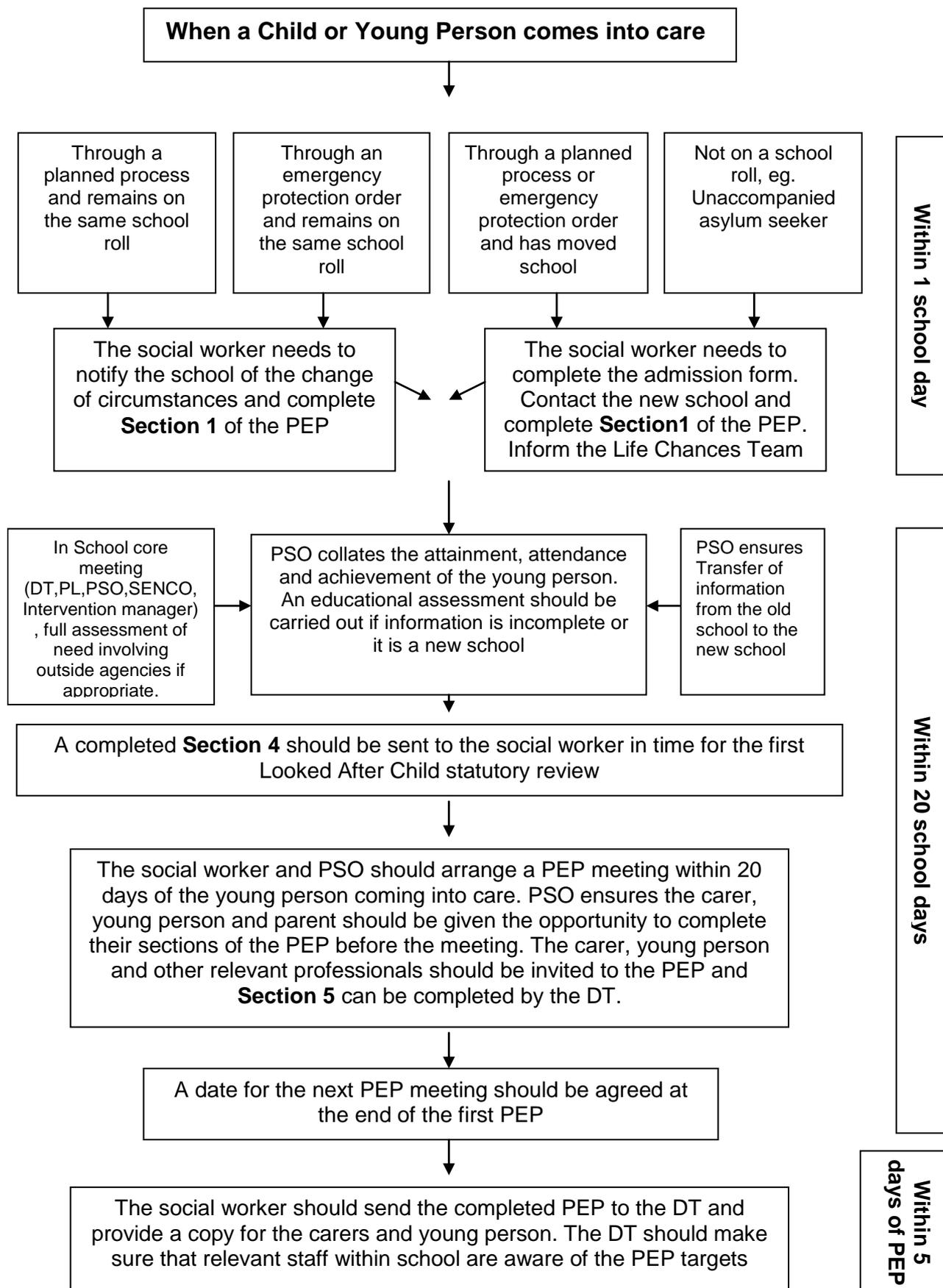
To be aware of Looked After Children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

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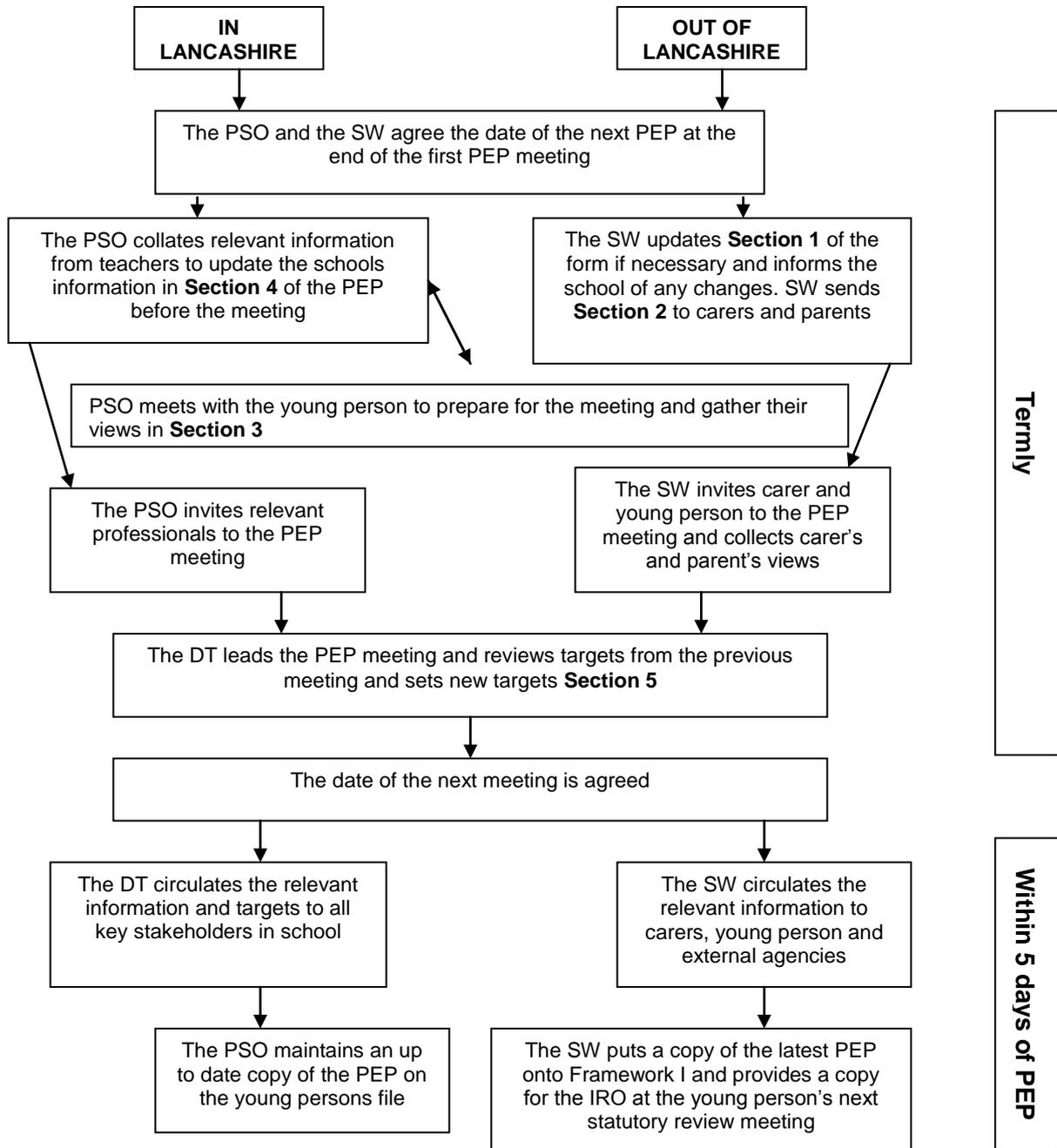
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First PEP Process



PEP Review Cycle

After the First PEP has been completed, each Looked After Child will have a minimum of three PEPs each year to be reviewed and monitored



Termly

Within 5 days of PEP

NB: If there are any changes to placement or school, an additional PEP review meeting should be called

After every PEP review:

- DT completes the PEP , emails the new PEP to the PSO.
- PSO completes EPM (if in Lancashire) using the PEP, and submits the updated PEP and EPM documents within 10 working days of the PEP meeting to:
 - Lancashire Virtual School for CLA via link from Portal. If experiencing difficulties accessing this link PEP/EPM can be submitted to team mail box at : virtualschool@lancashire.gov.uk
 - CLA's Lancashire Social Worker
(Example first_name.surname@lancashire.gov.uk)

If the student was not placed into care by Lancashire the PSO will email the relevant social worker and virtual head teacher with the PEP.

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