



The Fairlawn and Haseltine Federation Policy for the Education of Looked After Children (LAC)

Fairlawn & Haseltine Primary Schools believe that as *Corporate Parents* we have a special duty to safeguard and promote the education of Looked After Children (LAC). These are children who are looked after by the Local Authority. This Policy has been produced to take account of the Lewisham Safeguarding Children Board's strategy and National Government Strategies for LAC.

AIMS

- To provide a safe and secure environment, which values education and believes in and promotes the abilities and potential of all children.
- To bring the educational attainments of our Looked After Children nearer to those of their peers.
- Identifying our school's role as corporate parents to promote and support the education of our Looked After Children. Asking the question, 'Would this be good enough for my child?'

In pursuit of this policy we will nominate a Designated Teacher for Looked After Children who will:

- act as their advocate and co-ordinate support for the school's LAC;
- ensure the school's compliance with the LSCB Strategy and National Government Agenda for the Education of Looked After Children.

The Designated Teacher will:

- Maintain a register/database of all Looked After Children in their school. This will include a record of:
 - a. The name of the Social Worker, area office and contact details.
 - b. Status ie care order or accommodated. Type of Placement eg foster, respite, residential.
 - c. Name of the contact person in the LAC team and telephone number.
 - d. Daily contact and telephone numbers where appropriate eg name of young person, name of parent or carer or key worker in children's home.
 - e. Share Child Protection/disability information which could be shared, if appropriate.
 - f. Their academic progress.
 - g. Baseline information and all test results.

- h. Named persons who should receive copies of reports.

- Organise and chair a termly PEP meeting.
- Ensure that there is a current Personal Education Plan (PEP) for each child to include appropriate targets. This must be compatible with the child's Social Services Care Plan and form part of any other school plan eg Statement, Transition Plan, Pastoral Support Programme. It should be reviewed termly through a PEP review meeting.
- Ensure that Social Services Reviews on each child are attended if necessary and/or always prepare a written report that promotes the continuity and stability of their education.
- Ensure that should a Looked After Children be identified as at risk of exclusion, then contact is made with the LA Inclusion Officer and the named contact in the Looked After Children's Education Support (LACES) Team immediately, to enable early intervention/preventative strategies to be instigated.
- Ensure that they participate in joint training.
- Ensure that on admission or transfer all relevant information is requested at the outset.
- Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and early intervention strategies are put in place, and that the named contact in the LAC team is informed.
- Refer any attendance concerns to the LAC Team Education Welfare/Liaison Officer, and supply attendance data as required.
- Ensure that systems are in place to keep staff up to date and informed about Looked After Children.
- Ensure that Looked After Children are listened to and have access to support and counselling in school.

All Governors and staff will:

- Actively support and promote the education of Looked After Children.
- Work in partnership with carers and agencies.
- Support carers to value educational achievement and improve attendance.
- Celebrate the achievements of Looked After Children.

MONITORING AND EVALUATION

The designated teacher will prepare a termly report for Governors on the achievements and current status of the school's LAC. This will include, where age appropriate: NC test results, attendance figures, exclusion issues, changes in home

placements, reviews and interventions to raise achievement.

The report should include intervention strategies such as study support, learning mentor support, home school contracts, Pastoral Support Plans, counselling support, etc.

The report should also include information about non-academic progress in extra curricular activities.

The Governing body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in the peer group.

Designated Teacher in school - Emily Bruggy & Hilary Tumilty
Member of staff responsible for LAC Policy - Hania Ryans & Sara Anderman
Governor responsible for LAC – Rebecca Mould