



Policy for Promoting the Education of Looked After Children and Young People

At Irlam and Cadishead College we believe that all looked after children and young people should have every opportunity to access excellent educational provision and achieve their true potential. We as a school community aim to be champions for looked after children and young people to address the unacceptably high level of underachievement by bringing their attainment more in line with that of the general population so that they personally experience improved outcomes in every aspect of their lives, now and in the future as an adult.

1. How do we promote the education and welfare of our looked after children and young people?

At Irlam and Cadishead College we will:

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Close the gap between the educational attainments of our looked after children and the general population.
- Make sure that looked after children and young people have access to education appropriate to their age and ability. This includes access to a broad and balanced curriculum and to appropriate support.
- Identify our role to promote and support the education of our looked after children.
- Appoint a Designated Teacher and an Operational Lead for looked after children who will take an active role in promoting each young person's attainment and ensure that their wider needs are met. Our Operational Lead will act as their advocate and coordinate support for them, liaising with carers, birth parents (as appropriate) and social worker on a wide variety of educational and care issues.
- Promote personalised learning in a culture where every child matters.

All staff and governors are committed to ensuring improved educational life chances for looked after children and young people by ensuring that the relevant personnel with responsibility for looked after children have reasonable support and time to complete tasks and carry out their duties.

2. How do we achieve a whole Academy approach?

- Our Academy celebrates the achievements of looked after children.
- All our staff have high expectations of the young person, encouraging achievement and ambition.
- The young person will have a special, trusted adult in the Academy who is able to take time to listen to them.
- Our staff are aware that being or becoming 'in Care' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration is given.



- All our teachers are made aware of the needs of looked after children and actively promote their best interests.
- All adults in the school are sensitive to the young person's wishes over what is known and by whom regarding their care status.
- Our teachers help the individual begin to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis.
- We ensure that looked after children are listened to, and have access to support and counselling in the Academy if required.
- Teachers are aware of a variety of issues that may undermine the young person's ability to engage in the learning process including feelings of loss, rejection, isolation, confusion and low self-esteem. Teachers are also aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers.
- Effective assessment, recording and reporting practices are established in accordance with the Academy's policy on looked after children.
- Systems are in place to keep staff up to date and informed about looked after children.
- The Designated Teacher ensures that positive messages about behaviour and achievement are shared within the Academy and between schools, carers and outside agencies and that high educational expectations are maintained.
- Our Academy supports the engagement of looked after children in out of school hours learning.
- Our staff work in partnership with parents, carers and agencies.
- We support carers to value educational achievement and improve attendance; for young looked after children, there is clarity in relation to who is and who is not allowed to collect the child from the Academy.

3. Our Designated Teacher for looked after children is Barry Wheller

Our Designated Teacher is a qualified teacher and holds a leadership position SENCo.

Our Designated Teacher will:

- Ensure that the Academy does everything possible to maximise educational stability for the child
- Robustly track the educational progress and attendance of all looked after children on the Academy roll including Salford LAC and LAC from other LAs (OLAs).
- Promote a culture of high expectations and aspirations amongst the whole Academy community regarding looked after children's achievements and attainment.
- Prepare an Annual Report for the Local Governing Body and provide additional information as required.
- Ensure that looked after children have equitable access to Academy resources and initiatives.
- Ensure that every effort is made to enable looked after children access a wide range of extracurricular activities.



- Make sure the young person has a voice in setting their learning targets and reviewing their progress
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children.
- Make sure that looked after children are prioritised in tuition/ revision arrangements and that carers understand the importance of supporting learning at home.

4. Our Designated Operational Lead for LAC will:

- Maintain detailed individual records on all looked after children.
- Have the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the Academy.
- In conjunction with the social worker, ensure that the PEP is in place within 14 days of starting at our Academy and that it is circulated within 10 days of the PEP meeting.
- Ensure that the PEP is updated and available for the Statutory LAC Review.
- Help looked after children make a smooth transition to their new school or college, including making sure there are effective arrangements in place for the speedy transfer of information.
- Ensure that there is an agreed process in place for how the Academy works with other agencies.
- Ensure that Academy policies, e.g. Home School Agreements, are communicated to social workers and carers.

5. Our Designated Academy Governor for looked after children is: Mrs Alex Aveyard

Our Governing Body will:

- Ensure that our Designated Operational Lead undertakes appropriate training in order to fulfil this key role.
- Ensure that the Designated Operational Lead has sufficient capacity to meet the requirements of this role.
- Receive an annual report from the Designated Teacher which enables the Local Governing Body to make overall judgements about the Designated Teacher role in the context of wider Academy planning in relation to:
 - Levels of progress for each young person, (on roll during the last 12 months) in relation to all children at the Academy (educational, social and emotional progress).
 - Patterns of attendance and exclusions.
 - Process or planning issues in relation to Personal Education Plans.
 - Those who are Gifted and Talented and how those needs are being met.
 - SEN; whether needs are being met through statements, School Action or School Action Plus.
 - Equitable access to Academy resources.
 - Access to extra-curricular activities.



- How looked after children's needs are reflected in Academy development plans and are being met in relation to interventions and resources.
 - Training provided for the Designated Operational Lead.
 - Work with the Virtual School and equivalents in other LAs.
 - The impact of Academy policies on looked after children.
 - Any workload issues arising from the role.
- Give careful and due consideration to the Designated Teacher's report and act on any issues it raises so as to support the Designated Teacher and maximise the impact of the role.

6. Our Virtual School link teacher is Sue Johnson

We will:

- Work in partnership with the Virtual School.
- Contribute to regular monitoring meetings with the Virtual School.
- Seek support from the Virtual School when required.
- Notify the Virtual School ASAP of any attendance issues, exclusions or changes in the child's circumstances.
- Provide the Virtual School with data e.g., teachers assessments, targets, exam results, attendance rates, etc as required.

7. Personal Education Plans (PEPs)

We will:

- In conjunction with the social worker, hold and chair a PEP meeting and subsequent PEP Reviews.
- Ensure that there is a PEP for each child to include appropriate targets. This will be integral to the child's Care Plan held by Social Worker, and form part of any other Academy plan e.g. Statement, Transition Plan, and Pastoral Support Programme.
- Ensure, in conjunction with social workers, that all looked after children have a high quality PEP in place within 14 days of starting our Academy. PEPs will be effective and include SMART educational objectives and targets in the PEP action plan.
- Following the writing of a PEP, implement the educational recommendations in the PEP action plan ensuring that all relevant staff are clear about their responsibilities and tasks.
- Manage and review the PEP within expected timescales. The PEP is now to be reviewed 3 times a year in line with STAT guidance July 2014 and more frequently updated if required, e.g. change of care placement, Action Plan needs modifying, etc.
- Circulate the PEP and PEP Reviews to relevant people within 10 working days.



8. Additional or Special Educational Needs

We will:

- Quickly identify additional needs and make appropriate provision within Academy resources.
- Ensure equal access to additional interventions, e.g. 1-2-1 Tuition, etc
- Ensure looked after children are prioritised for referrals to e.g. the Academy's Educational Psychologist, LSS teacher, etc
- Ensure that systems are in place to identify and prioritise looked after children are underachieving and intervene at an early stage to improve this.
- Contact the Virtual School as soon as concerns start to emerge.

9. Admissions and Transitions

We will:

- Ensure that all applications for new admissions or transfers are processed through Salford's Admission Team.
- Ensure that on admission or transfer all relevant information is obtained at the outset.
- Make every effort to provide continuity of schooling and educational experience.
- Prioritise looked after children within the Academy's own admissions procedures and aim to admit pupils in less than 20 days (if appropriate), following an EPM as requested by the Admissions team, recognising the importance of re-establishing stability for looked after children.

10. Attendance

We will:

- Celebrate good attendance and encourage all parties concerned to continually promote good attendance.
- Establish a 'first day of absence' procedure where attendance becomes a problem.
- Inform the Social Worker via e mail or by phone, when a child is absent for three consecutive days or more.
- Ensure that the Academy's attendance officer communicates with the Virtual School link teacher who may contact the Academy to query attendance data from EMS.
- Acknowledge attendance in any education meetings, celebrating success and setting realistic targets if it is a concern.



11. Exclusion

We will:

- Identify any looked After Child who is at risk of exclusion and contact Virtual School, Inclusion, Social Worker and relevant professionals to put proactive strategies in place to avoid the looked after child missing days from the Academy.
- Ensure, in the case of a fixed term (or permanent) exclusion, that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing body where appropriate and details of arrangements made to enable the excluded pupil to continue his/her education.
- Make sure, in the event of any exclusion, to contact the Virtual School with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.