



Castle View
Enterprise
Academy

Looked After and Previously Looked After Children Policy

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SIGNATURES:

Principal	J. S. Bridges
Chair of Governors	H. Mottram

Purpose

To promote the educational achievement and welfare of Looked After Children.

At Castle View Enterprise Academy we believe that 'Looked After Children' (LAC) have distinct identities, aspirations and particular needs. They all have the potential and the right to succeed. We will endeavour to enable the LAC who attend CVEA to achieve his or her true potential by creating a climate which is conducive to success; achieving measurable outcomes in line with national expectations by providing a broad and balanced curriculum, and ensuring that any additional support that is needed in order to attain their true academic and personal potential is afforded to each child.

One to One Support

Pupils may require additional support as part of their Personal Education Plan (PEP) both academically and pastorally. This must be applied for where appropriate or supplied from their designated funding.

Aims and Objectives

- To create an environment which provides continuity and stability;
- To help build self-confidence and self-esteem;
- To work in partnership with parents/carers;
- To encourage robust, home-school links;
- To support and improve educational progress and promote achievement;
- To ensure that LAC have equal access to the curriculum at CVEA and associated nationally recognised examinations such as GCSE's;
- To identify the roles and responsibilities of staff in providing for LAC;
- To ensure that the school's anti-bullying strategies and equal opportunities policies encompass LAC;
- To develop close liaison with, and effective co-operation between all relevant agencies involved in the care of LAC e.g. Together for Children, Department of Health and Educational Social Worker (ESW).

Rationale

Looked After Children are one of the most vulnerable groups in society. The majority of LAC have experienced abuse or neglect to some degree and it is nationally recognised that there is considerable educational underachievement when compared to their peers. This can result in poor exam success rates in comparison with the general population with fewer LAC progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Under the Children Act 1989 (updated 2004), a child is considered looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20);
- Children who are the subjects of a care order (section 31) or interim care order (section 38);
- Children who are the subjects of emergency orders for their protection (sections 44 and 46);
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term **‘in care’** refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children’s Home, in a residential establishment, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are **‘accommodated’** by the local authority under section 20 of the Children Act – they may live in foster care, in a Children’s home or in a residential establishment.

All these groups are said to be **‘Looked After Children’ (LAC)**. They may be Looked After by Sunderland Local authority (Together for Children) or may be in the care of another authority but living in the Sunderland area.

‘Previously Looked After Children’ are those who “are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well- being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from ‘state care’ outside England and Wales.

State care’ is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society

Introduction

Castle View Enterprise Academy aims to promote the educational attainment and achievement of LAC as well as their welfare and emotional well-being.

The Designated Teacher for LAC is Miss G M Woollett, Assistant Vice Principal who is also the Designated Safeguarding Lead.

The Governor with special responsibility for LAC is Mrs L Perry, who is also the Safeguarding Governor.

The Governing Body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes.

This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children and previously looked after children under section 52 of the Children Act 2004” (Nov 2005) and associated guidance on the education of LAC from “The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and Responsibilities” February 2018.

Keeping Children Safe in Education September 2018 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children July 2018 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

We aim to contribute towards:

- staying safe;
- being healthy;
- enjoying and achieve;
- making a positive contribution;
- achieving economic well being.

This Academy believes in the principles of good parenting as noted below and supports the corporate parents and carers of LAC by:

- giving priority to education;
- listening to children;
- providing stability and continuity;
- taking corporate responsibility;
- promoting inclusion;
- raising standards;
- intervening early;
- promoting early years experiences;
- celebrating success.

The Governing Body endorses the Sunderland City Council Policy for the admission of LAC including Promoting the education of looked after children (statutory guidance for local authorities) 2018 section 23 which prioritises the admission of LAC. The Governing Body of Castle View Enterprise Academy, as the admissions authority, will admit pupils to the school in accordance with the following criteria as a matter of priority ‘Looked-after’ children. – a child that is ‘looked after’ by a Local Authority in accordance with Section 22 (1) of the Children’s Act 1989 (b) and a child who were looked after, but ceased to be so, because of adoption (or become subject to a child arrangements order, residence order or special guardianship order).

Due to care placement changes, LAC may enter the academy mid-term.

This academy believes that it is vital that we give each Looked After Child a positive welcome and full support to their induction which will help them settle and be part of our learning community as quickly as possible. Section 24 of guidance to local authority states that in year fair access protocols do **NOT** apply to LAC in secondary education.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our LAC Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the Academy makes appropriate provision for all Looked After pupils.

Allocation of Resources

The Governing Body will ensure that the Academy allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy.

We will work in partnership with Sunderland Virtual School for LAC and other Virtual Schools for pupils who are from other Local Authorities, to ensure that LAC receive the full range of support to which they are entitled to ensure they make progress and achieve as resources allow. Section 28 of LA guidance 2014 states the 'Virtual school Head should be involved at the earliest opportunity.'

Monitoring the progress of Looked After Children

Section 32 of guidance states the Virtual school ensures that a PEP (either paper based or electronic) must be initiated within 10 working days of becoming LAC and start of the first placement. An initial version must be available for the 20 working-day review of the care plan.

The Academy assesses each LAC's attainment on entry to ensure continuity of learning. Section 38 states the PEP should link to but 'not duplicate' other plans. Nor should the PEP conflict with or contradict information in any other plan.

Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP Review meetings and to provide copies of the PEP to the social worker, specialist teacher from Sunderland Virtual School, or other Virtual Schools where the child is from another Local Authority, and other agencies. Targets in the PEP should be reviewed termly and the PEP updated every term (Section 41).

Record Keeping

The Designated Teacher knows all the LAC and previously LAC in school and has access to their relevant contact details including parents, carers, Sunderland Virtual School specialist staff, or other Virtual School specialists for those LAC who are from other Local Authorities, teacher/support worker and social worker.

The status of LAC is identified within the Academy's information systems so that information is readily available as and when required. See Appendix 1.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support LAC. Part of the Designated Teacher's role is to raise awareness of issues associated with LAC within the school and disseminate information.

Partnership with parents/carers and care workers

We believe in developing a strong partnership with parents/carers and care workers to enable LAC to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further strengthen this collaboration and partnership working.

Links with external agencies and organisations

We recognise the important contribution that external support services make in supporting LAC. Colleagues from the following support services may be involved with individual LAC:

- Social care worker/ community care worker/ residential child care worker;
- Sunderland Virtual School for Looked After Children (Looked After Children in Education Team);
- Other Virtual Schools for Looked After Children from other Local Authorities;
- Educational Psychologists and others from Local Authority SEN services;
- Medical Officers;
- School Nurses;
- CYPS;
- Education Welfare Officers;
- Youth Offending Service;
- External Learning Providers.

LAC Policy Review and Evaluation

We undertake a thorough review of both the Looked After Children Policy and practice each year. The outcomes of this review inform the Academy Development Plan and the LAC policy for the following academic year. The annual review will be summarised and an impact statement will be produced reflecting the strengths and opportunities for development for the LAC provision at CVEA.

Roles and Responsibilities

The Designated Teacher will:

- be an advocate for LAC within the Academy;
- be proactive in identifying ways in which the Academy can raise attainment of LAC;
- work in partnership with Sunderland Virtual School, and/or other Virtual Schools for those pupils who are from other Local Authorities, providing termly progress data on the progress of LAC;

- give regard to the impact of relevant decisions for LAC on both the looked after child and the rest of the Academy community;
- know all the LAC in the Academy, including those in the care of other authorities, and ensure the availability of all relevant details from the Academy record-keeping systems as required;
- attend relevant training about LAC and disseminate information and good practice to other staff;
- Influence the Academy policy and practice for LAC;
- act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from Sunderland Virtual School, and/or other Virtual Schools for those pupils from other Local Authorities, when appropriate;
- ensure that LAC receive a positive welcome on entering the Academy, especially mid year, and offer additional support wherever possible such as a pre-entry visit to help the new pupil settle;
- ensure that all LAC have an appropriate PEP that is completed within 10 days of joining the Academy or of entering care and ensure that the young person contributes to the plan;
- arrange and contribute to PEP Review meetings;
- keep PEPs and other records up to date and review PEPs at transfer and at termly intervals;
- monitor the targets set out in the PEP;
- convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion; Section 27 of statutory guidance, 'Head teacher's should, as far as possible, avoid excluding any LAC.'
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil;
- act as the key adviser for staff and the Academy Governing Body on issues relevant to LAC;
- ensure that care and the Academy liaison is effective including invitations to meetings and other Academy events;
- actively encourage and promote out of hours learning and extracurricular activities for LAC;
- ensure a speedy transfer of information, records and coursework, where appropriate, when a Looked After Child transfers to another educational placement;
- report to the Academy Governing Body on LAC in the Academy and inform of relevant policy and practice development;
- agree with the social worker the appropriate people to invite to parents' evenings and other events
- prepare reports for the Governing Body to inform and share information at meetings to include:
 - a. the number of LAC on roll and the confirmation that they have a Personal Education Plan – PEP.
 - b. their attendance compared to other pupils.
 - c. their attainment (using internal data and external data) compared to other pupils.
 - d. the number, if any, of fixed term and permanent exclusions.
 - e. the destinations of pupils who leave the school.

- attend Governing Body meetings as appropriate – such as the admission, disciplinary and exclusion of LAC.
- prepare reports of the LAC and share with link governor termly all relevant data including their progress against PEP targets, attendance, academic attainment and current attainment
- ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN.
- Encourage all LAC to engage in a range of extra-curricular activities to encourage self-confidence and self-worth.

All school staff will:

- positively promote the raising of a LAC's self esteem;
- have high expectations of the educational and personal achievements of LAC;
- keep the Designated Teacher informed about a Looked After Child's progress;
- ensure any LAC is supported sensitively and that confidentiality is maintained;
- follow school procedures;
- be familiar with the Academy policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings;
- liaise with the Designated Teachers where a LAC is experiencing difficulties;
- work in partnership with Sunderland Virtual School, and/or Virtual Schools from other Local Authorities, and other agencies to prevent a Looked After Child's behaviour leading to an official exclusion and only use exclusions in line with the Academy's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement;
- contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times;
- keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher, Sunderland Virtual School for Looked After Children, and other Virtual Schools for those pupils who are from other Local Authorities, and professionals/ parents/carers/pupils as appropriate;
- make extra copies of reports available when required.
- ensure that all LAC pupils are offered and access the regular mentoring session with the designated LAC mentor. The mentor will support the LAC using a range of strategies that meet the individual needs of each LAC and in a way that is appropriate and accessible to them eg academic support in subjects where the LAC is finding topics difficult to master or being an advocate for the pupil when they find it difficult to verbalise their concerns.

The Academy Governing Body will:

- ensure that the admission criteria and practice prioritises LAC according to the DFE Admissions Code of Practice and Statutory Guidance to LA 2014;
- ensure all Governing Body members are fully aware of the legal requirements and guidance for LAC;
- ensure there is a Designated Teacher for LAC (Section 9 of statutory guidance);
- liaise with the Principal, Designated Teacher and all other staff to ensure the needs of LAC are met;
- Identify a Governing Body member with special responsibility for LAC;
- nominate a Governing Body member with responsibility for LAC who links with the Designated Teacher;
- receive regular reports from the Designated Teacher;
- ensure that the Academy's policies and procedures give LAC equal access in respect of:
 - a. admission to the Academy
 - b. National Curriculum and examinations, both academic and vocational
 - c. out of Academy learning and extra curricular activities
 - d. additional educational support
 - e. work experience and careers guidance.
- annually review the effective implementation of the Academy policy for LAC;
- In the event of exclusion, ensure that the Designated Teacher is invited to the exclusion meeting of the LAC.
- challenge the Designated Teacher in a robust and rigorous manner to ensure that LAC's attainment and achievement is in line with non LAC.

Sunderland Local Authority will:

- Provide a Virtual Headteacher who has responsibility for championing the education of LAC;
- Provide a specialist team to provide a wrap-around service for LAC as part of Sunderland Virtual School;
- lead the drive to improve educational and social care standards for LAC;
- ensure that the education for this group of pupils is as good as that provided for every other pupil;
- ensure that LAC receive a full-time education in a mainstream setting wherever possible;
- ensure that every LAC has an Academy/school to go to within 10 days of coming into care or of coming to Sunderland from another authority;
- make sure that each LAC has a PEP according to national guidance;
- ensure that every Academy has a Designated Teacher for LAC and that these teachers receive appropriate information, support and training;
- provide alternative educational provision where appropriate;
- ensure that appropriate support is provided whenever possible;
- work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1, 2 and 4 and at any mid-phase transfer including options advice and guidance for Key Stage 3-4 transition;

- be vigilant and proactive in identifying additional needs and the special educational needs of LAC and work collaboratively with schools/academy's, other services and agencies to meet those needs.

Together for Children contact details for the Education of Looked After Children are:

Sunderland Virtual School for Looked After Children

The structure is as follows

Sunderland Virtual Head
Linda Mason 0191 5615696
Mobile: 07971162220
Linda.mason@togetherforchildren.org.uk

Castle View Enterprise Academy Virtual school caseworker:
Timothy Worley 0191 5615772
Mobile: 07885469309
Timothy.worley@togetherforchildren.org.uk

Sunderland admin (who receives peps)
Leanne Greenlaw 0191 5615776
Leanne.greenlaw@togetherforchildren.org.uk

Sunderland data lead
Amy Comb 0191 5615767
Amy.comb@togetherforchildren.org.uk

*Based at Tudor Grove Centre, Sunderland, SR3 1SS, Tel: 0191 553 5770

Linked Policies

- Teaching and Learning Policy
- Single Equality Policy
- Child Protection Policy
- Special Educational Needs and Disability Policy

Personal Education Plan (PEP)

Every LAC needs a PEP which ensures access to services and support; contributes to stability; minimises disruption and broken schooling; signals particular and special needs, establishes clear goals and acts as a record of progress and achievement.

The PEP should be an integral part of the LAC's Care Plan, which is drawn up by Social Services, in close collaboration with the child, his or her family, the social worker and teacher and primary carers. It should be agreed as soon as possible and at least within 10 school days of entering care or of joining a new school. The PEP will normally be reviewed concurrently with the Care Plan, i.e. within 28 days, 3 months, 6 months etc. but at least termly.

Please see Appendix 1. New EPEPs to be rolled out in January 2018.

The LAC and SEN

- The needs of the LAC should be known to the SENco, the designated teacher, their carer and their social worker.
- Their PEP should detail their needs and the support already provided.
- It is important to ensure that any special educational needs are identified and assessed.
- We must not assume that all LAC have special educational needs.
- It is essential to respond to emotional, behavioural and mental health needs with well planned support.
- It is important to promote inclusive policies within the context of the Academy's robust pastoral systems.

Core Information						
First Name			Social Worker	Name		
Last Name				Telephone		
Dates	Date of Birth		Educational Setting	Setting Name		
	Became LAC			Date of Entry		
	PEP Date			Designated Teacher	Name	
Home	Current Address		Telephone			
	Telephone		Email			
			Ethnicity of Child			
Legal Status:						
Tick as appropriate	Full Care Order (Section 31)			Interim Care Order		
	Accommodated (Section 20)			Other (please state)		
Who looks after me?						
Setting	Names:			Contact details:		
At home						
In my education						
In health						
Other						
SEN Additional Needs						
SEN	Yes	No	Nature of SEN (Tick all that are appropriate)			
Special Needs Identified			Cognition & Learning	Social, mental & emotional health	Communication & interaction	Sensory & /or physical
Statement / EHCP?						
How does the school support my identified needs?						
Attendance						
Absences	% Total Attendance		% Authorised Absence		% Unauthorised Absence	
Current %						
Barriers to achieving good attendance						

Comments / Impact of interventions to improve attendance (where appropriate)				
Academic Attainment				
Element	English	Maths	Science	ICT
End of KS2				
End of last academic year				
Current level				
Will I meet end of year expectations				
End of KS3 Target				
Access To Education				
I Am Attending School Full Time	Yes	No	<i>If the answer is 'NO, please outline the education timetable/time in school for a typical week in the pupil's current education</i>	
Summary of education access provided				
How can the school support me to move classes / schools?				
	Costs	Provision		
How does the school use Pupil Premium to support my needs?				
What impact is it having on my needs?				
Personal Education Plan Meeting				
PEP Meeting Location		Date of Meeting		
Present at the meeting				
Child				
Carer / Key worker				
Social worker				
Designated teacher				

Outline the child's strengths and achievements

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Personal Education Plan

Key Stage 4 (Years 10 and 11)

First Name:		Last Name:	
Setting:		Date of Birth:	
Tel No:		Date of entry to school /provision	
LAC Designated Teacher		Became LAC:	
		Ethnicity:	
Social Worker		Social Worker's Tel No:	
Current Address:			
Legal Status			

SEN: Additional Needs Special Needs Identified: Yes <input type="checkbox"/> No <input type="checkbox"/> Statement / EHCP? Yes <input type="checkbox"/> No <input type="checkbox"/>	Nature of SEN, if any Cognition & learning <input type="checkbox"/> Social, mental & emotional health <input type="checkbox"/> Communication & interaction <input type="checkbox"/> Sensory & /or physical <input type="checkbox"/>
How does the school support my identified needs? 	

Absences	Current Attendance	Barriers to achieving good attendance
% Total Attendance		
% Authorised Absence		Comments/ Impact of interventions to improve attendance (where appropriate)
% Unauthorised Absence		

PRIOR ATTAINMENT	English	Maths
End of KS2		
End of KS3		

GCSE Predictions – Please tick one box only				
5+ A*-C including En & Ma	<input type="checkbox"/>	5+ A*-C Not including En & Ma	<input type="checkbox"/>	5+ <input type="checkbox"/>
		A*-G	1+ A*-G	<input type="checkbox"/>
				None <input type="checkbox"/>

Progress 8 – estimated total points score:

Access to Education	I am attending school full time? Yes <input type="checkbox"/> No <input type="checkbox"/>
Summary of education access provided	<i>If the answer is 'NO', please outline the education timetable/time in school for a typical week in the pupil's current education & details of any alternative provisions</i>

PEP Meeting

Date of Meeting:

Present at the meeting	Print name	Contact details (where relevant)
Child		
Carer / Key worker		
Social worker		
Designated teacher		

Review previous targets		
Target	Achieved?	Progress made against my targets

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Agreed new targets		
Target	What actions do I need to take? Who will support?	Date of review
I will...		

How is my Pupil Premium supporting my needs? What impact is it having?

These are the subjects I am studying...	Current grade	Predicted grade
I am good at...		
I would like to get better at...		

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I like school	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure
I have good attendance	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure
I am always on time to school	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure
I have a quiet place to study at home	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure
I use a computer at home	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure
I use the internet at home	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure

I would like some help with...			
Revision	<input type="checkbox"/>	This subject (specify)	<input type="checkbox"/>
Coursework	<input type="checkbox"/>	Behaviour	<input type="checkbox"/>
Study skills	<input type="checkbox"/>	Equipment	<input type="checkbox"/>
Attendance	<input type="checkbox"/>	Career advice	<input type="checkbox"/>
Exams	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
I don't really need any help at the moment			<input type="checkbox"/>

<p>Summary of discussions</p>

<p>Things that are going well in school / I am proud of...</p>			
<p>The clubs I belong to in school are...</p>			
<p>Other things I would like to say about school and my education are...</p>			
<p>My hobbies and interests outside of school are...</p>			
<p>I would like to go to college</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would like to go to university	Yes	No	Not sure
The subject I would like to study in the future is...			
The career I am interested in is...			
I have had careers information, advice and guidance	Yes	No	Not sure
This is what I need to do to achieve my goal...			

Date of next PEP meeting	
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Please send a copy to:

Leanne.Greenlaw@sunderland.gov.uk

Fax number: 0191 553 5715776