



The
Maltby Learning Trust

MLT Education of Looked After Children Policy

(Including designated teacher for
LAC)

Date Last Reviewed: November 2017
Reviewed by: CEO
Approved by:
Next Review Due: November 2019

1. OBJECTIVES

- 1.1 Maltby Learning Trust is committed to providing quality education for all our children and young people. We recognise that, nationally, the educational achievement of Looked After Children, as a group, remains unacceptably low and we intend that Looked After Children who attend an Academy in the Maltby Learning Trust make excellent educational progress.
- 1.2 The Children Act 2004 provides the legislative framework for developing effective and accessible services focused on the needs of children, young people and their families. Section 52 of this Act places a duty on Local Authorities to promote the educational achievement of Looked After Children. We intend, through this policy, to promote the inclusion, well-being and achievement of Looked After Children in Maltby Learning Trust.
- 1.3 The Trust is committed to implementing the measures defined in statutory guidance from the DFE (and former DCSF) in respect of 'Promoting the Education of Looked After Children (July 2014),' 'Improving the Attainment of Looked After Children in Secondary Schools (2009),' and 'The Role and Responsibilities of the Designated Teacher for Looked After Children (2009).' The key principles are:
 1. Appointment of a Designated Teacher for every Academy
 2. Implementing effective schools support for Looked After Children which is the responsibility of all school staff by
 - a. Doing the things schools do for all young people but more so by ensuring induction processes reflect the prioritisation for a differentiated learning approach for looked after children, that strengths and weaknesses are identified and progress is rigorously tracked, and personalised interventions are implemented accordingly.
 - b. Balancing high levels of support with real challenges by setting high expectations and learning targets which are regularly reviewed, but are supported by a collaborative learning approach with other students.
 - c. Linking each young person with a keyworker they relate well with and providing opportunities for mentoring work as well as access to peer role models, as well as training for the keyworker

- d. Making it a priority to know the young people well and build strong relationships by ensuring the designated teacher liaises with the keyworker to make teachers aware of the specific needs of individual young people and to provide early interventions as further needs arise, as well as emphasising the confidential nature of the young person's circumstances
- e. Develop strong partnership working with carers, local authorities and other specialist agencies by regular communication and a collaborative approach.
- f. Making things happen and seeing things through by gaining the trust of young people and facilitating keyworkers to act as an advocate and/or mediator during difficult periods
- g. Ensuring consistency as well as discrete flexibility by raising awareness of the impact of loss and separation from birth families; how this affects social, emotional and mental health, and how this can manifest in extreme and risk taking behaviours, all of which may required alternative provision to be secured as an alternative to exclusion
- h. Actively extending the horizons of each young person by encouraging participation in extra-curricular activities and clubs, and participation in school trips.
- i. Planning for future transition by providing personalised transition from primary to secondary and from secondary to FE, including transfer of records, and to encourage aspirations through links to youth advisors and other positive role .models

2. ROLE OF THE PRINCIPAL

- 2.1 To appoint a Designated Teacher for looked after children who is a qualified teacher and who is either the Principal, the SENDCo, or a Senior Leader who has sufficient authority to influence the provision for Looked after Children
- 2.2 To ensure the Designated Teacher is enabled to carry out their responsibilities and receives the appropriate and adequate training

3. ROLE OF THE DESIGNATED TEACHER

- 3.1 Promote a culture of high expectations and aspirations for the education and learning of looked after children
- 3.2 Ensure the young people have a voice in setting their learning targets
- 3.3 Advise staff about differentiated learning strategies and reviewing progress
- 3.4 Ensure effective use of the pupil premium, including keeping abreast of the Academy calendar to identify trips and residential visits which would be of benefit to the learning experience of Looked After Children
- 3.5 Prioritise one-to-one tuition for young people to support their learning, ensuring carers understand the importance of learning at home.
- 3.6 Ensure that all staff understand the key principles outlined at 1.3.2, including the need for sensitivity and confidentiality in terms of information relating to Looked After Children
- 3.7 Call early review meetings when a child is experiencing difficulties to avoid the need for exclusions
- 3.8 Take a lead for the development and implementation of the young person personal education plan (PEP)
 - 3.8.1 Ensure receipt of the PEP on admission of Looked after child to school
 - 3.8.2 Contribute to the PEP for children newly in care
 - 3.8.3 Ensure transfer of PEP when a young person moves to another educational provision
 - 3.8.4 Ensure information is collected from key members of staff to inform the PEP review process
 - 3.8.5 Ensure the PEP is effectively used as an active tool to support educational progress by identifying strengths and weaknesses, setting short and long term targets which are agreed to by the child and carer, record actions, monitor information, detail specific interventions/support and record a child's interest in extra-curricular activities
 - 3.8.6 Judge the effectiveness of any intervention and strategies used
 - 3.8.7 Review the PEP at regular intervals
 - 3.8.8 Ensure smooth transition processes are in place

4. RESPONSIBILITY OF THE LOCAL GOVERNING BODY

- 4.1 Ensure that a designated teacher for Looked After Children is appointed who has the appropriate seniority, professional experience and status to provide

leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of Looked After Children

- 4.2 Monitor compliance with legal requirements and guidance to assess the effectiveness of the role of the designated teacher
- 4.3 Receive an annual report from the designated teacher which delineates numbers of Looked after Children on role, levels of progress made, data regarding attendance and exclusions, effectiveness of PEP's, identification of Looked After Children as gifted and talented and/or SEND, destinations of Looked after Children, and how teaching and learning needs of Looked After Children are reflected in the Academy Development Plan.
- 4.4 Protect the Looked After Child need for confidentiality
- 4.5 Appoint a named governor to take a special interest in this area of the Academy's work

5. TRAINING

- 5.1 The Principal, through the Designated Teacher and CPD Leader, will ensure that all staff are briefed on the regulations and practice outlined in this policy