



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
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Looked After Children Policy & Procedures

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KING EDWARD VI FOUNDATION LOOKED-AFTER CHILDREN POLICY

1. INTRODUCTION

Nationally, looked-after children significantly underachieve and are at greater risk of exclusion and becoming NEET (Not in Education, Employment or Training), compared with their peers. The Foundation recognises that it has a major part to play in ensuring that students within its care are enabled to be healthy, stay safe, achieve, and make a positive contribution to society, as well as to achieve economic wellbeing.

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's guidance on the designated teacher for looked-after and previously looked-after children.

It also takes into account section 2E of the Academies Act 2010.

3. DEFINITIONS

Within this policy "the Foundation" refers to the Foundation Charity and the King Edward VI Academy Trust Birmingham ("Academy Trust"). The Foundation Charity is a legal entity: The Schools of King Edward VI in Birmingham, comprising the two Independent Schools and the Foundation Office.

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours, or
- Unaccompanied asylum seeking children

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
- They appear to the governing board to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

4. ROLES AND RESPONSIBILITIES

The Foundation

Helping looked-after children to succeed is a fundamental principle of the Foundation, and it is committed to providing quality education for all pupils. The Foundation will:

- ensure looked-after children and previously looked-after children are prioritised in each Academy's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to looked-after children and previously looked-after children in their oversubscription criteria, and Grammar schools must give top priority to children in this group who meet the entry requirements).
- ensure that each school within the Foundation identifies a Designated Teacher for looked-after children and previously looked-after children

The Foundation will champion the needs of Children in Care, raise awareness and challenge negative stereotypes about them, to ensure that they achieve to the highest level possible.

Head of School

- Identify a Designated Teacher for looked-after children and previously looked after children , whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure the procedures are in place to monitor the admission, progress, attendance and any exclusion of looked-after children and previously looked-after children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of looked-after children and previously looked-after children.
- Ensure that employees within the school receive relevant training and are aware of their responsibilities under this policy document.

The Governing Body

- Identify a nominated Governor for looked-after children and previously looked after children.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of looked-after children and previously looked-after children.
- the Have an overview of the needs and progress of looked-after children and previously looked-after children.
- Allocate resources to meet the needs of looked-after children and previously looked-after children.
- Monitor the academic progress of looked-after children and previously looked-after children, through an annual report. The report should set out the following:
 - The number of looked-after pupils on the school's roll (if any).
 - Their attendance, as a discrete group, compared to other pupils.
 - Their GCSE, BTEC and A Level results and other qualifications achieved, as a discrete group, compared to other pupils.
 - The number of fixed term and permanent exclusions (if any).
 - The destinations of pupils who leave the school.
 - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.
- Ensure that looked-after children and previously looked-after children are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of the respective Academy, by ensuring looked-after children and previously looked-after children achieve and enjoy their time at the school.
- Support the Head, the Designated Teacher and other employees in ensuring that the needs of looked-after children and previously looked-after children are recognised and met.

The Designated Teacher

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with Virtual School Heads
 - Promoting a whole school culture where the needs of these pupils matter and

are prioritised

- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their careers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's Personal Education Plans
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education
- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version
- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding

- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children
- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will

disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption

- Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There is an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

The Designated Teacher at this school is: Sarah Clews

You can contact them by email: s.clews@lordswoodtrust.co.uk or 0121 429 2838

5. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Behaviour
- Child protection and safeguarding
- Exclusions
- SEND
- Supporting pupils with medical needs
- Admissions