



LOOKED AFTER CHILDREN POLICY

**Assistant Vice Principal KS3, March 2010
Formal Review Date: March 2011**

Looked after Children Policy

At Red House 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 to achieve his or her true potential by creating a climate which is conducive to achieving measurable improvements and by providing a broad and balanced curriculum.

Aims and Objectives

- To create an environment which provides continuity and stability
- To help to build self-confidence and self-esteem
- To work in partnership with parents
- To encourage robust Home-Academy links
- To support and improve educational progress and promote achievement
- To ensure that the LAC has equal access to the National Curriculum and associated tests
- To identify the roles and responsibilities of staff in providing for LAC
- To ensure that the Academy's Anti-bullying strategies and equal opportunities policies encompass LAC
- To develop close liaison with, and effective co-operation between, all relevant agencies eg Children's Services, Health Service, Home – Academy Liaison Officer and LA Attendance Team.

Designated Teacher

The Designated teacher at Red House Academy is the SENCO (Miss Kelly Donald).

The roles and responsibilities of the Designated Teacher are as follows:

- To ensure speedy transfer of educational information between agencies and individuals
- To supervise the smooth induction of the LAC, treading a path between the child's need for confidentiality and making the child feel welcome
- To ensure that the LAC has an Personal Education Plan (PEP)
- To co-ordinate and integrate plans
- To ensure access to a broad and balanced education
- To have a flexible approach when providing support to the LAC, eg the LAC may prefer to choose who they would trust to talk to, and this may not necessarily be the designated teacher, however the designated teacher must ensure that support is properly co-ordinated
- To provide counseling, if appropriate
- To keep abreast of good practice, both locally and nationally
- To plan at an individual level, and in collaboration with all those involved in the care of the LAC
- To maintain an up to date register of all LAC in the Academy.
- To attend LAC Reviews whenever possible and appropriate. When this is not possible the Designated Teacher, in consultation with the class teacher, should provide a written report to be presented at the LAC Review
- To be involved in the drawing up of the Care Plan

Personal Education Plan (PEP)

Every LAC needs a PEP which ensures access to services and support; contributes to stability; minimizes 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 Children's 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 20 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.

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

Completed by Mrs G Miller (Assistant Head of School KS3)

To be reviewed: December 2010