

# Stretford High School



## Education of Looked-After Children and Previously Looked-After Children Policy

**2023-2025**

<b>Ratified by the T&amp;L Committee Governors</b>	December 2023
<b>Due for Review:</b>	December 2025

1. Introduction
2. The policy is informed by the following Department for Education (DfE) document:
3. The Designated Teacher for Looked-After and Previously Looked-After Children.  
Statutory guidance on their roles and responsibilities  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf) (DfE February 2018)

The Board of Governors at Stretford High School is committed to providing high quality education for all its students, based on equality of opportunity, access and outcomes. The Board of Governors recognises the need to champion performance, for looked after children (LAC) and previously looked after children (PLAC) and is committed to improving outcomes for them.

Designated Governor for LAC and PLAC	Cllr. Judith Lloyd	<a href="mailto:judith.lloyd@trafford.gov.uk">judith.lloyd@trafford.gov.uk</a>
Designated Teacher for LAC and PLAC	Leila Murton Deputy Head Teacher	<a href="mailto:lmurton@stretfordhigh.com">lmurton@stretfordhigh.com</a>
Deputy Designated Teacher for LAC and PLAC	Debbie Lee Head of Learner Welfare	<a href="mailto:dlee@stretfordhigh.com">dlee@stretfordhigh.com</a>

The Board of Governors is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. Personal Education Plans (PEPs) for all LAC
2. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC.
3. All staff in school will have a clear understanding of the issues that affect LAC and PLAC; their learning needs; how to support them in school and issues relating to confidentiality.
4. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

### **The Role of the Designated Teacher for Looked-After and Previously Looked-After Children**

1. The designated teacher is the central point of initial contact within Stretford High School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every LAC and PLAC on the school's roll. This involves, working with the Virtual School Head to promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these students.
4. The designated teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.
5. The designated teacher line manages the AHT for 'Progress for all' who leads SOWN meetings and highlights LAC and PLAC progress ensuring students in these cohorts are making progress in line with their targets, and if not that they are a priority on VENNS for teaching staff.
6. The designated teacher promotes a culture in which LAC and PLAC:
  - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
  - Are prioritised in any selection of students who would benefit from one-to-one tuition, and that they have access to academic focused study support.
  - Are encouraged to participate in school activities and in decision making within the school and the care system.
  - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
7. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual students who are LAC or PLAC; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of LAC and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
8. The designated teacher works directly with LAC and PLAC and their carers, parents or guardians and in collaboration with social worker and other relevant professionals to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home or in school; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
9. The designated teacher has lead responsibility for the development and implementation of PEPs for LAC within school in partnership with others as necessary;
10. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Head as outlined in the PEP guidance and to account for the efficient and effective spend of the PP+ funding.
11. The designated teacher in Stretford High School is also the Designated Safeguarding Lead and line manages safeguarding, pastoral and SEND teams to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to.
12. The designated teacher is aware that the Virtual School Head provides information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Head for advice on meeting their individual needs.
13. The designated teacher ensures that the Governing Body is informed about policy and progress in the annual report.

## **Roles and Responsibilities of all Staff**

All staff in Stretford High School:

1. Have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
2. Are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
3. Understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
6. For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## **Roles and Responsibility of the Board of Governors**

The Board of Governors at Stretford High School:

1. Ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC.
2. Ensure that there is a named designated governor and teacher for LAC and PLAC.
3. Through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress, attendance and attainment.
4. Be aware of whether the school has LAC and PLAC and how many.
5. Liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC.
6. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC.
7. Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met.
8. Review the effective implementation of this policy annually.

**Admissions/ Transitions:**

School procedures to support looked after children during admission and transition include:

- Prioritising at the point of admission
- The swift transfer of information between schools that may include school visits
- Additional support and planning at times of transition, for example additional Connexions appointments and visits to colleges prior to post 16 transfer.
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

**Additional Educational Needs: The Graduated Approach:**

All Staff endeavour to secure accelerated and rapid progress for looked after children and previously looked after children with additional educational needs by:

- Having high expectations
- Ensuring that they are prioritised for additional school-based support by always allocating a looked after child on VENNs
- Ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic
- Ensuring that progress is regularly monitored and reviewed, against the expectation of progress each academic year

**Suspension:**

We will make every effort to avoid suspending a looked after child, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, where ever possible, we will discuss the rationale for suspension with the assigned Education Adviser from the Virtual School. If there is no option other than suspension, then we will make every attempt to reduce the number of days of the suspension. We will always work with the virtual school, social services and other agencies to seek an alternative to permanent exclusion whenever possible.

**Alternative Provision:**

We will make every effort to ensure that any arrangements for provision, alternative to daily attendance at school, will be:

- A plan that will retain the child on the roll of the school or clarify in writing which educational establishment will be responsible for reporting and accountable for the PP+
- An agreed part of the overall PEP for the student
- Full time (25 hours) or contribute to full time attendance
- It will be of high quality, will be Quality Assured and Ofsted approved
- Meet the educational needs of the child
- Will provide the opportunity to make rapid progress in the course of study provided by the setting
- Will be monitored regularly and that PEPs will include the school and the alternative provider