



Inclusive Education for Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy

Statement of intent

At Norton College we are committed to providing high quality education for all our students, based on equality of opportunity, access and outcomes. The Directors and Senior Leadership Team recognise the need to champion performance for Looked After Children (LAC) and Previously Looked After Children (PLAC) and are committed to improving outcomes for them.

The Directors and Senior Leadership Team are 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:

- A Designated Director for LAC and PLAC
- A Designated Teacher for LAC and PLAC
- Personal Education Plans (PEPs) for all LAC
- 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.
- All staff in college will have a clear understanding of the issues that affect LAC and PLAC; their learning needs; how to support them in college and issues relating to confidentiality
- Policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

1. Approved by: Deborah Pribojav Date: 01/09/2020

2. Chair of Directors Edward Morris Date: 01/09/2020

3. Review Date: 01.09.2021

1. The role of the designated teacher for looked-after and previously looked-after children

1.1 The Designated Teacher, is the central point of initial contact within Norton College. The Designated Teacher ensures that the college plays its role to the full in making sure arrangements are joined up and minimise any disruption to a student's learning.

1.2 The Designated Teacher has a leadership role in promoting the educational achievement of every LAC and PLAC on the college's roll. This involves, working closely with other Local Authorities and the Virtual School Teams to promote the education of LAC and PLAC and promoting a whole college culture where the personalised learning needs of these students matter and their personal, emotional and academic needs are prioritised.

1.3 The Designated Teacher takes lead responsibility for ensuring college staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole college supports the educational achievement of these students.

1.4 The Designated Teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.

1.5 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 college activities and in decision making within the college 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.

1.6 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.

1.7 The Designated Teacher works directly with LAC and PLAC and their carers, parents or guardians to: promote good home-college 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; ensure they are aware of how the college teaches key skills such as reading and numeracy; and encourages high aspirations and working with the student to plan for their future success and fulfilment.

1.8 The Designated Teacher has lead responsibility for the development and implementation of PEPs for LAC within college in partnership with others as necessary;

1.9 The Designated Teacher will liaise with the Virtual School to facilitate the PEP meeting within 20 days of being admitted to the college of becoming looked after. This will include SMART educational targets and will be linked to the young person's Care Plan and any other plan resulting from the assessment of the young person (student profile, IEP, PSP or Education Health and Care Plan.)

1.10 PEP targets will reflect the outcomes everyone, most importantly the child, aspires to. These targets will be personalised, specific and meet the individual's needs. They will be adapted regularly as the young person develops over each term.

1.11 The young person's views will be sought by the Designated Teacher, in a way that best promotes the child's engagement and noted on the PEP. If appropriate the young person will attend the PEP and contribute. Some young people chair their own PEPs and it is always good practice to have a 'pre-meeting' where we can talk through who will be there, what to expect and most importantly find out if they have any concerns, anxieties or anything they would like us to help them raise.

1.12 The Designated Teacher is responsible for ensuring that the college element of the PEP is completed and submitted within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.

1.13 The Designated Teacher should ensure (where appropriate), that the college spends any allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for the impact of this Grant on the outcomes of the cohort.

1.14 The Designated Teacher works closely with the college's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to.

1.15 The Designated Teacher is aware that the Virtual School Team can provide 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 and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.

2. Roles and responsibilities of all staff

2.1 All staff in college will have;

- have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
- awareness 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 young person's behaviour;
- 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;

- appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the young person's own understanding of how they are being supported.
- 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.
- 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.

3. Roles and responsibility of the directorship

3.1 The directorship will:

- ensure all directors are fully aware of the legal requirements and guidance for LAC and PLAC;
- ensure that there is a named designated teacher for LAC and PLAC.
- ensure that the college has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding.
- 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.
- be aware of whether the school has LAC and PLAC and how many (no names).
- liaise with the Acting Head of School to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC.
- 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.
- support the Acting Head of School, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met.
- review the effective implementation of this policy, preferably annually and at least every three years.

4. Positions of responsibility

4.1 The name of the appointed Designated Director is: Mrs Rebecca Kenny

4.2 The name of the Designated Teacher is: Mrs Deborah Pribojac