

## LAC Policy

Hampton Academies Trust



<b>Policy last reviewed:</b>	September 2021
<b>Next review due:</b>	September 2022
<b>Member of staff responsible:</b>	Miss Emily Culpin
<b>Ratified by:</b>	Trust Board

# HAMPTON ACADEMIES TRUST: The Education of Looked After Children

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The Hampton Academies Trust believes that in partnership with Peterborough City Council (or any other Local Authority acting as Corporate Parent to our students), we have a special duty to safeguard and promote the education of Looked After Children.

## AIM

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our Looked After Children and give them access to every opportunity to achieve to their full potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by constantly asking the question, '**Would this be good enough for my child?**'

## IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher for Looked After Children in each HAT school and phase, who will act as their advocate and co-ordinate support for them.
- Nominate a Local Governor to ensure that the needs of Looked After Children in our schools are taken into account at a school and trust leadership level and to support the Designated Teachers.
- Support the Designated teacher in each school in carrying out their role, by making time available and ensuring that they attend training on Looked After Children.

The Designated teacher will:

- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
  - Status i.e. care order or accommodated.
  - Type of Placement i.e. Foster, respite, residential.
  - Name of Social Worker, area office, telephone number.
  - Daily contact details and numbers e.g. name of parent or carer or key worker in children's home.
  - SEN/D Code of Practice – details of any SEN/D and support in place - Child Protection information when appropriate.
  - Baseline information and all tracking data and results.
  - Attendance figures
  - Exclusions
- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and the above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, EHCP and associated plans, Transition Plan, Pastoral Support Programme.

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- Liaise with the child/ young person's carers, social worker, other professionals and HAT Finance Manager to ensure that ring-fenced LAC funding is used appropriately to support each child/ young person academically, socially or emotionally and is accounted for in their Personal Education Plan (PEP).
- Ensure that someone attends Childrens Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
- Liaise with the Education Support Service for Looked After Children on a regular basis with regard to the performance, attendance and attainment of Looked After Children.
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.
- Ensure that systems are in place to keep staff up to date and informed about Looked After Children, where and when appropriate.
- Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.
- Report to the Governing Body annually on the performance of the Looked After Children who are on the roll of the school.
- Ensure an equality of opportunity for Look After Children in relation to access to the full curriculum (including examination subject options) and extra-curricular opportunities and the full range of trips and visits.

All governors, trustees and staff will:

- Support the Local Authority in its statutory duty to promote the educational achievement of Looked After Children
- Scrutinize school monitoring data in relation to the progress of Looked After Children and their opportunities at school
- Review the support arrangements the school has in place for Looked After Children each year