



SPORTING STARS ACADEMY LOOKED AFTER CHILDREN & PREVIOUSLY LOOKED AFTER CHILDREN POLICY

Current Version Valid from February 2024

To be Reviewed in February 2025

Reviewed by K.Jackson (Headteacher)

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Name of Designated Teacher: Daniel Hill

Name of Designated Director: Emma Tench

1. Purpose

To promote the educational achievement and welfare of Looked After and Previously Looked After Children within Sporting Stars Academy.

2. Rationale

Nationally, it is recognised that Looked After and Previously Looked After Children (LAC and PLAC) have suffered abuse or neglect before coming into care and as a result have suffered disrupted learning. Many have missed extended periods of school, and many have special educational needs. The gaps in their learning and in many cases the emotional impacts of their experiences are likely to have become significant barriers to their progress.

The statutory guidance, 'The Designated Teacher for Looked-After and Previously Looked-After Children' DfE, 2018, extended the statutory role of the Designated Teacher (DT) to include Previously Looked After Children because when children cease to be looked after, their educational needs are unlikely to have changed significantly because their care status has changed.

Attainment data for LAC and Pre LAC shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-LAC.

Helping Looked After and Previously Looked After Children succeed and providing a better future for them is a key priority for this Academy.

This academy's approach to supporting the educational achievement of Looked After Children and Previously Looked After Children is based on the following principles:

- Prioritising education and having high expectations
- Listening to the voice of the child and advocating for them
- Promoting attendance and reducing exclusions
- Supporting transition from one class to another
- Targeting support with early intervention and priority actions
- Promoting inclusion through challenging and changing attitudes

- Achieving stability and continuity
- Promoting health and wellbeing
- Working in partnerships with parents, carers, social workers, virtual schools, and other professionals

3. Definitions

For the purposes of this policy:

- A child 'looked after by the local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014
- A previously looked after child is one who is no longer looked after in England and Wales because they are the subject of an adoption, special guardianship order or child arrangements order

4. Duties and Responsibilities of the Directors

- Identify a nominated Director for LAC and Previously LAC
- Ensure that all Directors are fully aware of the legal requirements and guidance on the education of LAC and Previously LAC
- Ensure that the academy has a Designated Teacher, and that the Designated Teacher has appropriate seniority, professional experience, and training to carry out their responsibilities of promoting the educational achievement of LAC and PLAC
- Ensure all policies support the needs of this cohort
- Be aware that Ofsted will focus on Looked After Children and Previously Looked After Children during Inspections and may audit PEPs
- To ensure that resources are allocated for appropriate provision and that LAC receive the full range of support to which they are entitled, to enable them to make progress and achieve

Procedures

- Monitor the academic progress of LAC and previously LAC through an annual report or information produced by the Designated Teacher
- Ensure that Looked After Children and Previously Looked After Children are given top priority when applying for places in accordance with the Academy's admissions criteria
- Work to prevent exclusions and reduce time out of academy, by ensuring policies and procedures are flexible enough and inclusive to ensure LAC and PLAC enjoy their time in education, by recognising the extra problems caused by exclusions
- Support the Head teacher, Designated Teacher, and other staff in ensuring that the needs of LAC and PLAC are recognised and met

Receive a Report Once a Year Setting Out as a Minimum:

- The number of LAC and PLAC pupils on the Academy's roll (if any)
- Their attendance, as a discreet group, compared to other pupils
- Their EYFS/SAT scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other pupils
- The attainment and progress of LAC
- The number of Fixed Term Exclusions (if any)
- The destinations of pupils who leave the Academy

- The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned

5. Duties & Responsibilities of the Headteacher

- Identify a Designated Teacher for Looked After and Previously Looked After Children and ensure they receive at least two days training per year as outlined in statutory documentation
- Ensure that procedures are in place to monitor the admission, progress, attendance, and any exclusions of Looked After and previously looked after children and take action where progress, conduct or attendance is below expectations
- Ensure that all staff receive relevant training and are aware of their responsibilities under this policy and related guidance
- Ensure that LAC and Previously LAC receive careers advice that considers their talents and interests

6. The Role of the Designated Teacher for LAC and PLAC

Government Guidance says that the Designated Teacher should be ‘someone with sufficient authority to make things happen, who should be an advocate for Looked After Children, assessing services and support, and ensuring that the academy shares and supports high expectations for them’ Statutory Guidance 2018’.

The Designated Teacher for LAC and PLAC will:

- Be a qualified teacher working at the school as a teacher or a head teacher or acting head teacher at the school with lead responsibility for this cohort
- Advocate for children in this cohort and hold them in mind during decision making
- Be a central point of contact for parents/carers and professionals within the school ensuring a warm welcome and smooth induction for pupils and their parent/carer
- Track and monitor academic progress and target support appropriately liaising with the SENCo as necessary
- Have lead responsibility for the development and implementation of LAC’s PEP at least once per term and plan for continuity and meeting PLAC educational needs
- Promote a whole school culture where the personalised learning needs of LAC and PLAC are met and be a source of advice for teachers and staff
- Undertake appropriate training and take lead responsibility for ensuring school staff understand what can affect how LAC and PLAC learn and achieve
- Develop and review whole school policies and procedures to include the needs of LAC and Previously LAC
- Ensure that PLAC children are eligible for support by considering the evidence of their pre lac status
- Have a leadership role in promoting the educational achievement of every LAC and PLAC by being responsible for the impact of the PP+ and build trust with parents/carers and social workers about the deployment of this

7. Duties and Responsibilities of All Staff

All our staff will:

- Have high aspirations for educational and personal achievement
- Advocate for LAC and PLAC and ensure they are supported sensitively

- Listen to the voice of the pupil and respond positively to a pupil's request to be the named member of staff to whom they may talk with
- Work to enable LAC and PLAC to achieve stability within Academy
- Understand the key issues that affect the learning of LAC and PLAC and actively promote their self-esteem
- Be aware that many LAC and PLAC say they are bullied so work to prevent bullying in line with the Academy's policy

8. Special Educational Needs

The majority of looked after children have special educational needs. Of those, a significant proportion may require SEN Support or have an Education, Health and Care Plan (EHCP) as outlined in the graduated response in the SEND Code of Practice.

This academy recognises that some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible.

This policy should be read in conjunction with all other policies and will be reviewed annually.