



“Maximising students’ abilities, ambitions and academic potential”

Looked After Children Policy

Recommended by: Staff and Student Committee	
Date: January 2017	
Approved by the Full Governing Body	
Signed: <i>John Brook</i>	
Next review due: January 2018	

Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Policy Statement:

At Broadoak Mathematics and Computing College we believe in 'maximising students' abilities, ambitions and academic potential' and recognise that we have a special duty, in partnership with other Corporate Parents, to secure the 'Personal Best' for Looked After Children (LAC) - also known as Children and Young People Looked After (CYPLA).

Aims:

- To provide a safe and secure environment for LAC students where there is a high level of emphasis on academic achievement
- To outline the role of the Designated Teacher in supporting LAC students and working effectively with other agencies, parents and carers to give them full access to learning opportunities to achieve their full potential
- To ensure all staff understand the specific challenges facing LAC students and their responsibilities in working with these students

Role of the Designated Teacher

The Designated Teacher will:

- Be a member of the Senior Leadership and Management Team with specific responsibility for LAC students.
- Keep a record of all LAC students in the College and share this information with appropriate staff. They will also ensure an up-to-date record of contacts is kept, including Carers, Social Workers and family members with whom they have contact as appropriate.
- Act as an advocate and a champion for LAC students within the College, liaising with staff, parents, carers and other agencies to ensure the educational needs of these students are met and difficulties/challenges they face are widely understood.
- Monitor students' academic progress through Broadoak's reporting processes and liaise with staff where areas of concern or underachievement are identified to implement strategies to support the student through our Closing the Gap process
- Be responsible for drawing up and coordinating Personal Education Plans (PEPs) as required under section 52 of the Children Act 2004, ensuring that any Action Points in the PEP are adhered to and targets met.
- Liaise with all appropriate agencies, including Social Care, as well as parents and carers, to ensure effective multi-agency working which provides wrap around support for the young person.

- Support students and carers to enable LAC students to engage positively in any additional extra-curricular activities or additional learning opportunities offered by the College.
- To ensure an effective and efficient use of the Pupil Premium, using the PEP to ensure high levels of personalised support for LAC students.
- Offer training and support to staff within the College who are working with LAC students.

Role of all staff in the College

All staff will:

- Be aware of any LAC students they teach and be sensitive to the practical difficulties this may present them with.
- Continue to have high educational expectations of LAC students and work with them to ensure they achieve their Personal Best within their lessons.
- Share information with the Designated Teacher about any specific difficulties or concerns they have about a student's academic progress.
- Support any agreed educational actions included in a Personal Education Plan.

Role of the governors:

Governors will monitor the progress of LAC students by:

- Having a nominated governor for LAC students
- Considering an annual report which outlines:
 - any workload issues arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved
 - levels of progress made by looked after children who are currently or have been on roll within the past twelve months in relation to all children at the school (i.e. educational, social and emotional progress)
 - whether the pattern of attendance and exclusions for looked after children is different to that of all children;
 - any process or planning issues arising from personal education plans
 - whether any are identified as More Able and Talented and how those needs are being met
 - whether any have special educational needs (SEND) and whether those needs are being met
 - training provided for the Designated Teacher in order to impart knowledge and understanding about the education and well-being of looked after children to colleagues