



Idsall School policy for the Education of Looked After Children 2017 - 2018

(based on model LA Policy)

The Model Policy

*The policy is based on a set of principles, which in turn are linked to statutory guidance. Key Virtual School documents that underpin it can be found on the Virtual School website <http://www.shropshirelg.net> **Policy Detail***

How will the impact of the policy be measured and how will the policy be reviewed?

The impact of the policy will be seen in improved outcomes for Looked After Children:

- Inclusion [zero permanent exclusion]
- Attendance
- Attainment
- Progression
- The quality of plans for LAC in Personal Education Plans [PEPs]
- The views of children [captured in PEPs]

All of the above is summarised in the **annual report of the designated teacher to the governing body**, and any review with the Virtual School of the report and outcomes for children.

Multi agency working and shared accountability

Idsall, the Virtual School, social care and other agencies, will work together and hold themselves and others to account for ensuring the best possible outcomes for LAC.

Local Authority Corporate Parents

Will ask Idsall, 'would this be good enough for my child?' and, if it is not, will monitor to ensure areas of need are addressed.

Idsall Senior Leadership Team

- Consider LAC in developing strategy as appropriate.
- Ensure that resources targeted at LAC [Pupil Premium Plus, money for special needs etc.] are used directly to benefit them.
- Ensure LAC have access to the best of what the school has to offer and that barriers to do with being in care, which might make this difficult, are overcome.
- Work with, support and challenge wider partnerships in providing the best possible educational provision and support for LAC.

Designated Teacher

- Idsall has a Designated Teacher [DT] **Ms C. Cork**, with the seniority, training and personal commitment necessary to support all LAC in the school.
- LAC will know and feel supported by their Designated Teacher or nominated member of staff e.g. because they meet prior to a PEP to discuss their views.
- The DT will ensure the management of any delegated responsibilities
- The voice of the student is heard and acted upon appropriately
- ePEPs are up to date and have SMART [Specific, Measurable, Achievable, Related to Time] targets for progress

- **All** are challenged to achieve good outcomes for LAC and that progress is tracked and supported
- Idsall and its partners will engage to ensure good outcomes e.g. social care, carers.

Governors

- Governors will ensure statutory requirements are met.
- Idsall has a designated governor, who will ensure the policy is supported – **Mrs R Playford**
- The governor will have the training and personal commitment to take responsibility for outcomes for LAC.

Carers

- Carers, residential workers and parents [as appropriate and advised by social worker] will be involved proactively, their expertise valued and their constructive input welcomed.
- Carers will attend ePEPs and other meetings as required.
- Carers will know how to support LAC e.g. via ePEPs, work at home, transitions.

Careers

- LAC will have access to high quality, independent, careers information, advice and guidance from Y9
- Clear plans for education training and employment Post 16 will be in ePEPs

Children in Care

- Children in Care will be and feel safe in school.
- Their voices will be heard and responded to appropriately e.g. because they are invited to and feel welcomed in their ePEP meetings.
- Information about LAC will be only shared on a need to know basis and with due regard to their wishes, feelings, right to privacy and all relevant data security requirements.

Admissions

- LAC will have timely access to education that meets their needs.
- **Idsall will give careful consideration to *all* applications of LAC children and look to offer the best outcomes for the young person within its setting**
- In year transfers of Shropshire LAC will only occur if they have been agreed by the Virtual School.
- LAC will not be taken off roll until the child starts a new placement.

Meeting learning, emotional health and well being needs

- A proactive approach will be taken to: meeting SEND; seeking further advice and making EHC plan requests and carrying out EHC reviews as appropriate.
- Idsall staff will have sufficient up to date knowledge and training about emotional and health needs [particularly attachment and trauma] to be able to support LAC and seek help when needed. For example schools *may*:
 - complete the training or receive advice on Attachment , trauma and loss
 - attend training on attachment provided by Educational Psychology
 - attend training on interventions with specific relevance to LAC e.g. Emotion Coaching; TAHMS
 - Set up or attend EP or CAMHS consultations, promoting multi-agency attendance to ensure a 'joined up' approach
 - Include targets to address emotional and health needs as appropriate in ePEPs.

Inclusion and fixed term exclusion

Our LAC have already had many broken relationships in their lives. LAC need to understand and deal with the consequences of their actions but permanent exclusion has disproportionate consequences for LAC, for example in terms of breakdown of care placements, break up of sibling groups and mental health, therefore we will not permanently exclude LAC but instead we will work together proactively, using resources in our control, to solve problems

- The Virtual School and social worker will be informed of fixed term exclusion on the day it occurs, with paperwork within 48 hours.
- If there has been more than ONE FIXED TERM exclusion in a term school should initiate a Pupil Planning Meeting
- The Virtual School and social worker will be invited to the return from exclusion meeting and review of ePEP, if plans need to change. .
- LAC will not be 'grey excluded'.
- LAC will not be on part time timetables other than for a multi-agency agreed, ePEP recorded, regularly reviewed, fixed term.
- A proactive approach will be taken to inclusion, using available funds, training and personnel.
- Where Alternative Provision is appropriate, this will always be accessed via the early Pupil Planning Meeting.

Under all circumstances Idsall will remain responsible for LAC in whatever alternative provision they attend

Permanent Exclusion

- In the event of a serious issue, which might otherwise lead to permanent exclusion, the child will be fixed term excluded and an emergency review of the ePEP [and EHC plan if appropriate] will be called and attended by social care and the VS and the issue resolved. As appropriate, by shared agreement and in the best interests of the child, a managed move to other provision may sometimes be necessary.

Attendance all attendance will be recorded on ePEP

- Idsall will maximise attendance, promote inclusion and minimise fixed term exclusion.
- A first day calling system will be operated for all absence on and off site [e.g. in Alternative Provision] to the Carer and recorded on ePEP
- Where attendance is falling or below 90% a review of the ePEP [and EHC plan if appropriate] will be called and attended by social care and the Virtual School as appropriate.

Achievement

- The necessary data set to show up to date baseline attainment, current attainment, targets [set on the basis of at least expected average national progress] and value added will be recorded in the ePEP and shared openly
- Aspirations will not be lowered on the basis of current performance but will be based on secure knowledge of the child's potential.
- In order to enable our LAC to achieve their potential we will take shared responsibility for writing and delivering high quality long term plans with short term SMART targets in the ePEP.
- Where LAC are not making at least average progress a review of the ePEP [and EHC plan if appropriate] will be called and attended by social care and the Virtual School as appropriate.

PEPs and other plans

- All LAC will have an up to date, accurate and high quality ePEP from 20 days of coming into care or starting a new school, reviewed termly at a multi-agency meeting.
- DT, social worker and young person's sections will be completed prior to the meeting
- The DT will drive the ePEP process and chair the PEP meeting unless otherwise agreed.
- The DT will use social care advice to ensure the ePEP links to Care Plan
- All LAC who need it will have an EHC plan that cross references with the PEP

- The DT will ensure that SMART targets are set to enable LAC to meet their potential and that linked funding is used appropriately.
- If PEP targets are not being met, the DT/social worker/carer or Virtual School will call a review of the ePEP [and EHC plan if appropriate] attended by social care and the Virtual School as appropriate.

Transition

- We will ensure there are clear plans for the next phase of education, training and employment in ePEPs
- The DT will attend any Yr 6 final ePEP meetings as invited and invite any post 16 placements as appropriate
- Files will be transferred separately to new establishments by secure delivery and clearly marked confidential

Signed

Headteacher **Agreed at Governors October 2015**

Designated teacher **Agreed at Governors October 2015**

Reviewed Policy September 2016

Reviewed Policy September 2017

Designated LAC governor **Agreed at Governors October 2015**

Reviewed Policy September 2016

Reviewed Policy September 2017