

SAFEG-04-CHILD LOOKED AFTER

1 INTRODUCTION

1.1 Context and Aims of the Policy

Both in Solihull and nationally, Children Looked After (CLA) have made less progress and achieved less well when compared with their peers. CLA often:

- Have poor exam performance and success in comparison with their peers.
- Suffer a high level of disruption in their education provision.
- Are not involved in extra-curricular activities.
- Do not engage with homework.
- Rarely progress to further or higher education.

Heart of England Trust (the Trust) seeks to promote and encourage the progress and attainment of such vulnerable students as well as catering for their social and welfare needs. This policy will outline the approach and procedures in caring for Children Looked After.

1.2 Definitions of Care

The term 'in care' refers to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the Local Authority. Both these groups are said to be Children Looked After (CLA hereafter) and are under the care of the Local Authority. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode over 120 days a year.

1.3 Different Living Arrangements

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- Foster Carers
- In a children's home
- In a residential Trust
- With relatives
- With parents – under the supervision of Children's Services

Similarly, an 'accommodated' child can be living:

- In foster care
- In a children's home
- In a residential home.

This policy incorporates requirements set out in statutory guidance to promote the achievement of CLA, Section 52 of The Children Act, 2004, 'The Roles and Responsibilities of the Designated Teacher, Statutory Guidance for Trust Governors', 2009 and The Children Act, 1989.

2 ROLE OF TRUST BOARD AND COMMITTEES

The Trust Board is required to appoint a designated teacher for CLA students, and, under the supervision and direction of the named Trustee, should be satisfied that the Trust's policies and procedures ensure that CLA students have equal access to:

- The Curriculum
- Public Examinations
- Additional Interventions as necessary (e.g. tuition)
- Careers guidance
- Extra-curricular activities.

In line with the principles of the Student Premium Policy, the named Trustee/Assistant Principal Vulnerable Groups should ensure that any funding is used effectively to the best advantage of CLA at Heart of England.

An annual report should be prepared by the Trustee /Assistant Principal Vulnerable Groups, in conjunction with the Trust's Designated Teacher for CLA, addressing:

- The number of CLA at Heart of England Trust
- The progress and achievement of CLA across the Trust
- The attendance of CLA
- The level of fixed term / permanent exclusions of CLA
- Destination measures for CLA after leaving Heart of England Trust.

3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM

- 3.1 The Trust recognises that it is important that all teaching and support staff who are in contact with students should be able to identify any CLA. The Designated Teacher for Children Looked After will ensure that this information is readily available to staff.
- 3.2 The Trust has a designated Vice Principal as responsible for Children Looked After and a deputy from the Special Educational Needs and Disabilities Team or the Pastoral Team.

3.3 The Role of the Designated / Deputy Designated Teacher for Children Looked After is to:

- Ensure that the educational achievement of each CLA is monitored, tracked and promoted.
- Be responsible for any and all additional funding any CLA may receive to ensure the progress and achievement of each CLA is as great as possible.
- Ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by CLA and understand the need for positive systems to support them.
- Communicate any relevant educational needs pertaining to CLA.
- Promote and ensure, where possible, access to enrichment opportunities.
- Attend CLA and Personal Education Plan (PEP) meetings or any other such meetings associated with CLA students.
- Ensure that all information pertaining to CLA students is updated and communicate with carers and other professionals as necessary.
- Intervene and support CLA students where needed in order to enhance progress and achievement, especially in conjunction with the Behaviour Policy & sanctions - *Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).*
- Inform and contribute to the planning for CLA students joining the Trust and for CLA students Post 16.
- Contribute to an annual report prepared by the Lead Trustee for CLA to the Trust Board.

4 AUTHOR

- 4.1 The author of this policy is the Assistant Principal Vulnerable Groups designated with responsibility for Children Looked After. They should be contacted for any points of clarification or suggested future amendments.

5 VERSION CONTROL

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