



CHILDREN LAC POLICY

St John Fisher Catholic High School



School:	St John Fisher Catholic High School
Date adopted by Governing Body:	November 2021
Signed (Chair):	 Mr D Mallin
Signed (Headteacher):	 Mrs A Rigby

Produced by:	Mrs A Taylor
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Date to be reviewed	Comments
November 2022	Reviewed annually



At St John Fisher High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.



**This policy outlines our school commitment to the
Education of Looked After and Previously Looked After Children.**

At St John Fisher Catholic High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

1. The governing body /trust board

The governors will carry out their role in line with statutory guidance.

The designated governor in school is Catherine Staunton-Unsworth

The governing body, head teacher and school leadership team will support the education of looked after and previously looked after children by ensuring that the designated teacher has:

- Appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others
- Training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding, including a good knowledge of SEN
- Appropriate monitoring arrangements to ensure that the school is providing appropriate support for looked-after and previously looked-after children



They will also ensure that school policies consider the needs of looked-after and previously looked-after children. This consideration will include additional arrangements for looked – after and previously looked-after children when considering;

- Admission
- Exclusion
- Behaviour management
- Mental health needs
- Specific safeguarding challenges
- Special educational needs and disabilities (SEND)
- Gifted and talented students
- Teaching and learning needs
- Educational visits and extended school activities

The Governing body will hold the school to account on how it supports its looked-after and previously looked-after children, including;

- how the Pupil Premium Plus (PP+) is used
- level of progress

2. The designated teacher

The designated teacher will carry out their role in line with statutory guidance.

The designated teacher is Andrea Taylor

The designated teacher (DT) is the central point of initial contact within the school. They will join up resources and support to minimise any disruption to a child’s learning.

- The DT will work with VSHs to promote the education of looked-after and previously looked-after children by promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.



They will take lead responsibility for ensuring school staff understand how the whole school supports the educational achievement of these pupils. Our school will make sure that all staff:

- have high expectations of children's learning and set targets to accelerate educational progress;
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness)
- understand how important it is to see children as individuals
- appreciate the central importance of the looked-after child's PEP
- for previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The designated teacher will have a direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children. They will....

- Contribute to the development and review of whole school policies and procedures
- Ensure the pupil premium plus is used effectively within school to have the greatest positive impact on children's learning. This includes;
- Ensuring parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to attract PP+
- Ensure looked after and previously looked after children are prioritised for support; listened to; encouraged to participate; and believe they can achieve through an ethos of aspiration.
- The designated teacher will chair Personal Education Plan (PEP) meetings to effectively plan to utilise school resources and ensure each child has access to the support they need to achieve.
- These meetings will take place 3 times per academic year to review support and deploy effective resources.
- Documentation will be coproduced with family and social care and shared with appropriate professionals as part of the child's care plan.
- The designated teacher will work closely with professional agencies including the foster carer; allocated social worker; virtual school head; learning and behaviour support agencies; EPS; SENDs, CAMHs, local police/youth offending service; community nurses and any other professional agency involved in supporting the child and family.



3. The role of the headteacher and leadership team

- Provide an annual report on the provision for, and progress of, CLA and PLAC, to the Governing body.
- Ensure staff are aware that the provision to support CLA and PLAC is a key school priority.
- Give the Designated Teacher for CLA and PLAC, the time and facilities to carry out his / her job description and to support them at all times in their work.
- Ensure the voice of CLA and PLAC is a vital part of successfully understanding and meeting their needs.
- Ensure Pupil Premium Plus is allocated and used for the benefit of CLA and PLAC to support progress, attainment, engagement and well-being.
- Provide continuing professional development for staff on issues pertaining to CLA and PLAC, such as Attachment and Trauma.
- Work in partnership with the Virtual School, Children's Social Care and other relevant services to share information and promote progress and achievement.

4. All school staff will

- Have high expectations of and aspirations for CLA and PLAC's learning and set targets to accelerate educational progress.
- Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
- Understand how important it is to see CLA and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their legal status.
- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.



5. Transfer out of care

- When children cease to be looked-after the designated teacher will maintain links with VSHs for the purposes of promoting the educational achievement of this group of previously looked-after children.
- The Designated teacher will ensure that family members and carers are aware that they must pass on information about previous care status to any education settings. This information cannot be passed from school to school as it will be protected information under GDPR.

6. Voice of the child

- We will listen to the voice of looked-after and previously looked-after children as a vital part of successfully understanding and meeting their needs.

7. Pupil Premium Plus (PP+)

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers.

- All pupil premium spending will take account of the specific needs of eligible pupils.
- PP+ reflects the significant additional barriers faced by looked-after and previously looked-after children
- PP+ is allocated according to need rather than a personal budget.
- Our school will use pupil premium to address need in social, academic and mental health needs. This will be in agreement with the VSH from the child's home authority

8. Special Educational Needs (SEN)

- Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).



The designated teacher will ensure that:

- They work closely with the SENCO and local authority support team where applicable
- Children's PEPs work in harmony with their EHC plan

9. Meeting mental health needs

- Looked-after children and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues than their peers.
- The designated teacher has an important role in ensuring they and other school staff can identify signs of potential issues and understand where the school can draw on specialist services
- Our school will utilise the CAMHS education link to support understanding mental health needs for looked-after and previously looked –after children.
- This will enable us to improve a whole school understanding of attachment and trauma and the impact on learning and behaviour for vulnerable children.
- We also recognise the impact on staff when working with traumatised children. We will ensure all staff feel supported to address their own needs as well as those of the vulnerable children they are caring for.
- Senior pastoral support staff are training in Psychological first aid to better support students.

10. Working with local authorities

- The school is committed to working with all authorities responsible for our CLA students.

11. Working with carers and parents

- The school is committed to working with carers and parents. This is through regular contact with parents, reports home, the PEP process and CLA reviews. At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable CLA to achieve their potential. Review meetings are an opportunity to further this partnership working.



12. Exclusions

- The past experiences of looked-after and previously looked-after children can impact on their behaviour
- Where a looked-after child is at risk of either fixed term or permanent exclusion, the designated teacher will contact the relevant authority's VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.

13. Multi-Agency Working:

- School staff will make every effort to engage with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and PLA.

14. Alternative Provision:

We will make every effort to ensure that any arrangements for provision alternative to daily attendance at school will be:

- a plan that will retain the CLA on the roll of the school or clarify in writing which educational establishment will be responsible for essential reporting and accountable for the PP+
- an agreed part of the overall PEP for the student
- full time (25 hours) or contribute to full time attendance and be of high quality
- meet the educational needs of the CLA or PLA
- will provide the opportunity to make rapid progress in the course of study provided by the setting
- will be monitored regularly and that PEPs will include the school and the alternative provider