



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

**LOOKED AFTER CHILDREN POLICY &
PROCEDURES**

<i>Responsible Board</i>	Academy Trust Board
<i>Policy Officer</i>	Associate Director of Education, Support & Growth
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KING EDWARD VI ACADEMY TRUST BIRMINGHAM LOOKED AFTER POLICY

1. INTRODUCTION

Nationally, children in care (CIC) significantly underachieve and are at greater risk of exclusion and becoming NEET (Not in Education, Employment or Training), compared with their peers. The Academy Trust recognises that it has a major part to play in ensuring that students within its care are enabled to be healthy, stay safe, enjoy, achieve, and make a positive contribution to society, as well as to achieve economic wellbeing in line with the “Every Child Matters” government policy.

Helping students in care to succeed is a fundamental principle of the Academy Trust, and it is committed to providing quality education for all students and will:

- Ensure children in care are prioritised in the Academy’s oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to CIC in their oversubscription criteria, and Grammar schools within the Academy Trust must give top priority to CIC who meet the academic requirements).
- Each Academy within the Academy Trust must ensure that there is a Designated Teacher for Children in Care who is identified and enabled to carry out the responsibilities set out below:
 - Ensure a Personal Education Plan is put in place, implemented and regularly reviewed every 6 months for every Child in Care.
 - Identify a Governor within the respective Academy who is Designated Governor for Children in Care.

The Academy Trust will champion the needs of Children in Care, raise awareness and challenge negative stereotypes about them, to ensure that they achieve to the highest level possible.

2. RESPONSIBILITIES

Head of an Academy

- Identify a Designated Teacher for Children in Care, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the Academy or take sick leave.
- Ensure the procedures are in place to monitor the admission, progress, attendance and any exclusion of Children in Care and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children in Care. OFSTED now select a number of Children in Care, tracking their results and the support they have received.
- Ensure that employees within the respective Academy receive relevant training and are aware of their responsibilities under this policy document.

The Governing Body

- Identify a nominated Governor for Children in Care.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children in Care.
- Ensure that the respective Academy has an overview of the needs and progress of Children in Care, and in turn the Academy Trust Board.

- Allocate resources to meet the needs of Children in Care.

3. PROCEDURES

The Governing Body

- Monitor the academic progress of Children in Care, through an annual report. The report should set out the following:
 - The number of looked-after students on the respective Academy's roll (if any).
 - Their attendance, as a discreet group, compared to other students.
 - Their GCSE, BTEC and A Level results and other qualifications achieved, as a discreet group, compared to other pupils.
 - The number of fixed term and permanent exclusions (if any).
 - The destinations of students who leave the respective Academy.
 - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.
- Ensure that Children in Care are given top priority when applying for places in accordance with the Academy Trust's oversubscription criteria.
- Work to prevent exclusions and reduce time out of the respective Academy, by ensuring Children in Care achieve and enjoy their time at the respective Academy, by recognising the extra problems caused by excluding them and by not excluding them, except as a last resort.
- Support the Head, the Designated Teacher and other employees in ensuring that the needs of Children in Care are recognised and met.

The role of the Designated Teacher

Government guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen (who) should be an advocate for Children in Care, assessing services and support, and ensuring that the school shares and supports high expectations for them." Ideally this person should be a member of the senior leadership team.

The Designated Teacher will:

- Ensure a welcome and smooth induction for the student and their carer, using a Personal Education Plan to plan for that transition in consultation with the student's social worker, etc.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant person, at least two weeks before the Care Plan reviews.
- Ensure that each Child in Care has an identified member of staff that they can talk to. This need not be the Designated Teacher but should be based on the student's own wishes.
- Track academic progress and target support appropriately.
- Co-ordinate any support for the Child in Care that is necessary within the respective Academy.
- Ensure confidentiality for individual students, only sharing personal information on a need to know basis.
- Encourage Children in Care to participate in extra-curricular activities and out of school learning.

- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to colleagues and Governors, raising awareness of the needs of Children in Care.
- Set up timely meetings with relevant parties where the student is experiencing difficulties or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the student moves to another school.
- Be proactive in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of the respective Academy.
- Be aware that a high number of Children in Care say that they are bullied, so will actively monitor and prevent bullying within the respective Academy by raising awareness through the Academy Trust's anti-bullying policy and procedure.