



Broughton Hall Catholic High School

POLICY ON THE EDUCATION OF CHILDREN AND YOUNG PEOPLE WHO ARE LOOKED AFTER

Broughton Hall Catholic High School believes that in partnership with Liverpool City Council as Corporate Partners we have a special duty to safeguard and promote the education of Looked After Children.

AIM

- To make a real difference in helping to provide the best possible education for our looked after children as much as any other.
- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Looked After Children and give them access to every opportunity to achieve their potential and enjoy learning.
- To fulfil our schools' role to promote and support the education of our Looked After Children.

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

The Name of the Designated Teacher for Looked After Children for the school is:

Mrs B Davies

The Role of the Designated Teacher for Looked After Children

Within School Systems:

- To ensure that the educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated.
- To advise on most effective use of the Pupil Premium during the Personal Education Planning meeting.
- To ensure that the Pupil Premium funding and additional budget share funding where relevant is used to support the learning objectives for the student and to be accountable for how it is spent with outcome evidenced.
- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc.
- To act as an advocate for children and young people in care.
- To develop and monitor systems for liaising with carers and colleagues in Children's Services, and birth parents where appropriate.
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date, used on a need to know basis to help the student overcome obstacles to learning and progress.
- To track and support the educational progress of all children who are looked after in order to inform the school's development plan.
- To intervene if there is evidence of individual underachievement by use of the Pupil Premium funding to accelerate progress.
- To intervene if there is evidence of absence from school or internal truancy.
- To inform the planning and where relevant, transition for children looked after post 16.
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them.
- To report to the Governing Body at least on an annual basis on the outcomes for looked after children.
- To attend training as appropriate.
- To support the Quality Assurance Process for PEPs and for schools on the implementation of the role and responsibility of the Designated Teacher working with children who are looked after.

Work with Individual Looked After Children

- To discuss with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils.
- To enable the child to make a contribution to the educational aspects of their Care Plan.
- To ensure that the views of the student are faithfully represented in the PEP.
- To supervise the smooth induction of a new looked after child into the school.
- To develop in-school strategies to track, promote and accelerate the achievement of Looked After Children and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies.

Liaison

- To liaise with the member of school staff responsible for monitoring children on the Child Protection Register.
- To develop good communication with Children's Services, staff so that the Personal Education Plan is supported by the child's Care Plan.
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews.
- To be named contact for colleagues in Children's Services.
- To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school role– attainment termly and attendance each month.

Training

- To cascade training to school staff as appropriate.
- To develop knowledge of procedures by attending training events.
- To keep informed of any updated guidance from DfE or other research or policy.

In addition, we will require all teaching and Support Staff to assist in the implementation and support of this policy for Looked After Children by requiring all staff to:-

- Ensure the appropriate sensitivities and confidentiality are maintained and/or attainment information in order to compile the PEP and other documentation necessary for reviews.
- Ensure that no child in care becomes the victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated.
- Positively promote the self-esteem of Looked After Children.
- Convey high aspiration for their educational and personal achievement.

Governor

The name of a Governor with special responsibility for Looked After Children in the school:

Mrs M Buckley

The role of that Governor

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- The National Curriculum
- Public examinations
- Additional interventions to support educational progress e.g. one to one tuition
- Careers and Connexions guidance
- Additional education support
- Extra-curricular activities and work experience
- The most effective use of the Pupil Premium to raise attainment

The named governor will report annually to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.