



**The
Three
Rivers**
Learning Trust

Name of Policy	Looked After Children
Policy Number	NS2
The Three Rivers Learning Trust	
School Abbeyfields First School Harbottle C of E First School Thropton Village First School Stobhillgate Chantry Middle School Dr Thomlinson Middle School Newminster Middle School The King Edward VI High School	Named Person Lorraine Sykes Nikki Buckley Liam Murtagh Ben Henderson Becky Dunphy Liam Murtagh Jane Hamilton Andy Clark
Review Committee	Education
Last review date	Summer 2021
Next review date	Summer 2022

The Three Rivers Learning Trust believes that in partnership with Northumberland County Council (and other Local Authorities whose children attend our schools) as Corporate Parents we have a special duty to safeguard and promote the education of all Looked After Children **and those children who have previously been Looked After Children.**

AIM

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 **Previously Looked After Children** and give them access to every opportunity to achieve their potential and enjoy learning.

To fulfil our role as corporate parents to promote and support the education of our Looked After Children and Previously Looked After Children, by asking the question, **'Would this be good enough for my child?'**

To ensure the Pupil Premium Plus is used effectively for maximum impact on individual looked after children's achievement.

IN PURSUIT OF THIS POLICY -

A nominated Trustee from the Board ensures that the needs of Looked After Children and **Previously Looked After Children** across the Trust are supported effectively and progress is reported to the Board. The Designated Trustee is **TBC**

A nominated Academy Councillor from each school ensures that the needs of Looked After Children and **Previously Looked After Children** in that individual school are supported effectively and progress is reported to the Academy Council. The nominated Trustee will liaise annually with the relevant school Academy Councillor and individual school lead to both challenge and support the schools and the Trust.

The Trust and each school will support the designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children. The designated teacher(s) for Looked After Children who will act as their advocate and co-ordinate support for them is listed here;

School	Designated Teacher	Academy Councillor
Abbeyfields First	Lorraine Sykes	Andrew Tebbutt
Harbottle First	Nikki Buckley	Lynda Hunter
Thropton First	Liam Murtagh	Natalie Baldry
Stobhillgate First	Ben Henderson	Louise Banfield
Chantry Middle	Becky Dunphy	Paul Price
Dr Thomlinson Middle	Liam Murtagh	Elizabeth Bainbridge
Newminster Middle	Jane Hamilton	
The King Edward VI	Andy Clark	Linda Templey

1. Definitions

Looked After Children are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.

This definition applies to children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

If a child is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as Looked After, since the LA has parental responsibility.

Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents, are regarded as Looked After.

Previously Looked After Children are defined as, children who are no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

2. Personal education plans (PEPs)

Every Looked After Child must have a personal education plan (PEP).

The PEP is a statutory requirement and forms an integral part of the child's care plan, supporting the child to fulfil their educational potential. For students who are looked after by Northumberland County Council, an ePEP system is now used.

The ePEP is managed by the Designated Teacher (DT) who has overall responsibility for completing high-quality PEPs which are quality assured by the Virtual School - within outlined timescales. The DT must submit termly progress reviews and review the likely outcomes of the targets set in the PEP meetings.

The PEP is an evolving record of what needs to happen for the child to enable them to make at least expected progress. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.

Support will be provided to help the child meet their aspirations, including:

- Support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
- On-going, catch-up support will be made available for children who have fallen behind with work.
- Careers advice, guidance and financial information about further education, training and employment.

The PEP will include extended services such as after school clubs, study support and leisure interests.

If a child is not in school because of suspension or exclusion, suitable education will be provided in coordination with the LA.

If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.

Bespoke support will be provided for improving attendance and behaviour if required.

Pupil Premium Plus money can be allocated by the Virtual School to support the school in using effective interventions to enable the student to fulfil their potential.

Where a Looked After Child has an Education and Health Care Plan (EHCP), the school will support the alignment of annual review and Looked After Child review.

The PEP will include access to nursery provision that is appropriate to the child's age.

The progress of Sixth Form students who are looked after is recorded in a pathway plan.

Previously Looked After Children do not need to follow a PEP, but the Designated Teacher must ensure that progress is closely monitored and communicated to parents / carers. Bespoke interventions should be employed if additional support is required.

3. The Designated Teacher (DT)

The Designated teacher will:

Maintain an up to date record of all Looked After Children and Previously Looked After Children who are on the school roll. This will include:

- Status i.e. care order or accommodated.
- Type of Placement i.e. foster, respite, residential
- Name of Social Worker, area office, telephone number
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home
- SEND Code of Practice – Statement/SEND Support where appropriate.
- Child Protection information when appropriate.
- Baseline information and all test results.
- Attendance figures
- Exclusions

Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and the above information. This is reviewed every 6 months. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need (and associated plans) Transition Plan, Pastoral Support Programme.

Ensure that an appropriate member of staff attends any Social Service Review for each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.

Liaise with the Education Support Service for Looked After Children on a regular basis with regard to the performance, attendance and attainment of Looked After Children.

Ensure that if / when the child transfers school all of the relevant information is forwarded to the receiving school as a matter of priority.

Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.

Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.

Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.

Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.

Report to the Academy Council and provide assurances to the Board annually on the performance of the Looked after Children who are on the roll of the school.

Delegate Pupil Premium Plus funding for the child and ensure the support and interventions in place have a positive impact for that child.

Make every effort to attend the termly Designated Teacher conferences held by the Local Authority.

4. Staff responsibilities

Staff will be aware of any Looked After Children and Previously Looked After Children in their classes and provide them with support and encouragement.

Staff will preserve confidentiality and show sensitivity and understanding.

Staff will be vigilant for signs of bullying.

Staff will promote the self-esteem of Looked After Children and Previously Looked After Children.

All Trustees will:

Support the local authority in its statutory duty to promote the educational achievement of Looked After Children and Previously Looked After Children.

Appendix A

Designated Teacher’s Annual Report to the Academy on Looked After Children (LAC) and Previously Looked After Children (PLAC)

Name of School:

Date:

**Report is for 2020/ 2021 the
academic year:**

**Prepared for the full Academy Council
to be held on:**

**N.B. Details of this information are confidential – names and specific
circumstances cannot be discussed.**

Author:

Designated Teacher

Name of Nominated CLA Governor

