



Archbishop Beck Catholic College

Children Looked After Policy

Children Looked After

Archbishop Beck Catholic College believes it has a special duty to safeguard and promote the education of children looked after. The college understands the powerful role it can play in significantly improving the quality of life and the educational experiences of these students.

A college ethos which promotes respect for all students, values diversity and does not tolerate bullying is a necessary foundation and Archbishop Beck has policies and practice embedded in a whole-school approach to meet this need.

This information should therefore be read alongside college policies on inclusion, behaviour, child protection, racial equality, SEND, anti-bullying, attendance, curriculum and the school development plan.

There is however compelling evidence that reliance on a supportive whole-school approach is not enough on its own. Children in care may be overlooked without specific actions and practices to highlight their needs.

The educational achievement of looked after children in general remains unacceptably low. That is why the Children Act 2004 (section 52) places a duty on local authorities to promote the educational achievement of these students.

To ensure that Archbishop Beck Catholic College meets the educational, social and emotional needs of looked after students the college will:

1. Designate a nominated teacher and governor for looked after students to be an advocate for these students within the college, providing an opportunity for their views to be heard and their feelings made known.
2. Maintain a current list of looked after students including contact information and change of care status and ensure the electronic data concerning looked after students is correct.
3. Closely monitor the progress and attendance of looked after students and provide suitable interventions if necessary.
4. Ensure each looked after child has a Personal Education Plan (PEP) that reflects the students' achievements and targets.
5. Ensure that the Pupil Premium funding for CLA students is used effectively to make a positive impact on the educational attainment and progression of each child for which it is intended. Strategies to be considered include:
 - a) 1:1 support or small group work
 - b) Support for the young person's social skills and emotional well-being
 - c) Holding a care planning meeting per term to ensure all support is in place
 - d) Revision guides
 - e) Specific support in areas of extra-curricular interest – art materials, music, Duke of Edinburgh, drama or sports for example
 - f) IT equipment and specific software programs for learning, e.g. IPAD, laptop
 - g) Academic mentoring
 - h) Resources that can be used at home, such as a new reading book, Kindle, or a subscription to a monthly periodical
 - i) External tutoring as required
6. Record the impact and use of the Pupil Premium on a child's Personal Education Plan.
7. Work in partnership with all professionals, parents and carers of looked after students.
8. Attend and contribute to CLA reviews as required.
9. Keep Governors informed in a yearly report on the achievement of children in public care so they are able to fulfil their duties to these students. To include:
 - a) The number of looked-after students on the college roll (if any)
 - b) Their attendance, as a discrete group, compared to other students

- c) Their end of year attainment, levels, grades, GCSE results and other qualifications achieved, as a discrete group, compared to other students
 - d) The number of fixed term and permanent exclusions (if any) for CLA students
 - e) The destinations of CLA students who leave the college
 - f) The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned
10. Ensure top priority for looked after children in the college admission policy (section 106 of the Education Act 2005).
 11. Seek to address behavioural issues for looked after children to avoid exclusion.
 12. Ensure the designated teacher has training for their role and keeps all staff informed on issues concerning looked after children.
 13. Liaise with other schools and educational providers to facilitate the effective transfer of students, recognising that for some looked after students change of care placement will result in school transfer during the school year.
 14. Communicate high expectations and celebrate the achievements of our looked after students.
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Governor

The named Governor's with responsibility for Children Looked After in the college are:

Mrs Ann Woodward and Mrs Jayne Lesbirel.

Designated Staff

The named nominated staff with special responsibility for Children Looked After in the college are:

Mrs Liz Bellman and Mr Neil Davidson