



St Saviour's LAC Policy

February 2022

Next review date Spring 2024



St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

Care like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

Respect for God

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

Inspire the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

The Foundations of the Vision based Deeply Christian Serving the Common Good

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our Looked After Children Team

Headteacher: Fanoula Smith

Designated teacher for LAC Tom Dunford-Crozier

Governor Responsible for LAC: Philippa Downs

COMPLIANCE

This policy has been written with reference to the following guidance and documents:

- The Children and Families Act, 2014
- Equality Act, 2010: advice for schools DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document, Sept 2013
- Safeguarding Policy
- Behaviour Policy
- Accessibility Plan
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies and documents:- Anti-Bullying Policy, Accessibility Plan, Behaviour Policy, Inclusion Policy, Medicines Policy, Safeguarding Policy, Local Offer for SEND, Supporting Pupils with Medical Conditions Policy, Support for Children on SEND register and St. Saviour's Equality Statement.

THE LAC AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that LAC pupils take as full a part as possible in all school activities
- To ensure that guardians of LAC pupils are kept fully informed of their child's progress and attainment

DEFINITION OF LOOKED AFTER CHILD (LAC)

Children and young people are termed 'Looked After' either if they have;

- been taken into care by the Local Authority
- have been accommodated by the Local Authority (a Voluntary Care Arrangement).

Most LAC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even placed back at home with their natural parent(s).

DEFINITION OF SPECIAL GUARDIANSHIP ORDER (SGO)

A Special Guardianship Order (**SGO**) is an order of the Family Court introduced into the Children Act 1989 by the Adoption and Children Act 2002. An **SGO** can be made when a child is being cared for more often than not by people other than his/her parents until he/she reach 18 years of age.

The Virtual School (VS)

The Virtual School (VS) has been tasked by the Local authority to oversee the well-being and education of LAC, in conjunction with other professionals.

There are termly meetings involving the guardians of all professions supporting a child, to produce a Personal Education Plan. There is a set time line for each part of the process to be completed, before the PEP is shared with all parties. It is the responsibility of the VS to arrange such meetings and the Designated Teacher to complete the PEP.

OBJECTIVE (HOW ARE WE GOING TO DO IT?)

St. Saviour's is committed to providing an appropriate and high quality education to all children at the school. We believe all children have a common entitlement to a broad and balanced academic, social and emotional curriculum; which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The Children Act (2004) places a duty to safeguard LAC, to promote their educational achievements and to ensure that they are able to 'achieve to and reach their full potential'. The Guidance recognises the collective responsibility of Local Authorities and schools to achieve good parenting and sets out six principles:

- prioritising education
- having high expectations

- inclusion – changing and challenging attitudes
- achieving continuity and stability
- early intervention – priority action
- listening to children.

At St. Saviour's we recognise that, nationally, there is considerable educational underachievement amongst LAC, when compared with their peers, and are committed to implementing the principles and practice, as outlined in DfE Circular 0269/2000 and DfE/DOH Guidance 2000 and the Children Act (2004).

Part of the school's Strategic Planning for Improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer effective learning opportunities for all pupils through:

- setting suitable learning challenges
- responding to pupils diverse learning needs
- overcoming barriers to learning and assessment for individuals and groups of pupils.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

IDENTIFYING EDUCATIONAL NEEDS

Monitoring pupil progress

Progress is the crucial factor in determining the need for any additional support for a LAC. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access

If a child's class teacher in consultation with guardians and/or the Virtual School concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo

ROLES AND RESPONSIBILITIES

The role of the Governing body

- ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children
- ensure that there is a named Designated Teacher for Looked After Children
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the Governing Body
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned
- review the effective implementation of this policy, preferably annually and at least every three years
- ensure that the school's other policies and procedures give looked after children equal access in respect of:
 - admission to school
 - the National Curriculum and public examinations
 - additional educational support where this is needed.
 - extra curricular activities

The Designated Teacher with specific Safeguarding responsibility is the Headteacher – Fanoula Smith. In this role, she is supported by the Deputy Headteacher (DHT) Tomas Hall.

The member of staff responsible for managing Looked After Children (LAC) funding is the Headteacher – Fanoula Smith.

Training

The Headteacher, Designated Teacher and Continuing Professional Development Coordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the guidance from the DCSF.

STORING AND MANAGING INFORMATION

All documentation in paper format is kept in a lockable cabinet. Any documents removed from the cabinet are to be signed out and in again on the proforma in the cabinet. When a child moves to another setting, all documentation is sent-on using secure mail facilities.

Electronic data is stored on the school server and is covered by the General Data Protection Regulations.

REVIEWING THE POLICY

This policy will be reviewed according to the Policy Review Schedule by the InCo prior to approval by the Governing Body. Where a need arises for a more immediate amendment to the policy it will be discussed with the Governing Body and SLT before being implemented.