

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



LOOKED AFTER CHILDREN and POST LOOKED AFTER CHILDREN POLICY

Autumn 2022

Next Review: Governing Body to Determine

Quality of Education Committee

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APPENDIX 1 – Annual Report to Governing Body September 2022



Mission Statement

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards,

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girl's secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

'Act justly, love tenderly, walk humbly with your God.'

St. Anne's Catholic High School for Girls believes that in partnership with the London Borough of Enfield as Corporate Parents we have a special duty to safeguard and promote the education of **Looked After Children (LAC)** and **Post Looked After Children (PLAC)**.

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 and Post Looked After Children and give them access to opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as educators with pastoral responsibility to promote and support the education of Looked After and Post Looked After Children, by asking the question, '**Would this be good enough for my child?**'

LINKED STAFF

The named designated member of the senior leadership team for Child Protection and for Looked After Children is Claudia Vowles, SENDCo.

Mrs Claudia Vowles, SENDCo, will co-ordinate support and is responsible for the day to day overview and co-ordination of Looked After Children Plans. She will also maintain up to date records of all LAC and PLAC on our school roll.

The Transition & Achievement Leader/Pastoral Leader/Pastoral Manager for each student works with our SENDCo in the coordination of support for LAC and PLAC.

The nominated school Governors for Looked After Children are: Gwen Fisher and Karen Suarez.

The SENDCo and Transition & Achievement Leader/Pastoral Leaders/Pastoral Managers liaise, plan and review on matters relating to Looked After Children to:

- Ensure that there is a **Personal Education Plan (PEP)** for each child/young person to include appropriate targets and information, and the designated use of the **Pupil Premium Grant (PPG)**.
- Ensure that educational targets in the PEP are SMART (Specific, Measurable, Achievable, Realistic and Time Related) and linked to identified needs
- Distribute relevant information from the PEP to relevant colleagues in school
- Keep PEPs and other records up to date, particularly in time to inform review meetings

- Ensure school support systems are in place where they have been agreed in the PEP and that referrals are made to any external agencies that can provide agreed additional support.

Pupil awareness

The SENDCo and Transition & Achievement Leader/Pastoral Leaders/Pastoral Managers will:

- Encourage LAC and PLAC to participate in extra-curricular activities and out of hours learning by making them aware of all that is available.
- Ensure LAC and PLAC know who to go to with any concerns, issues or celebratory news.

Multi-agency working

The SENDCO and Transition & Achievement Leader/Pastoral Leaders/Pastoral Managers will:

- Provide written information to assist planning / review meetings / statutory reviews and ensure representation as far as possible.
- Liaise with social workers and carers over arrangements for the PEP and who will explain to the LAC what the purpose of a PEP is.
- Liaise with the **Virtual school** and the **Health, Education, Access and Resource Team (HEART)** when necessary to promote the education and wellbeing of LAC's. Contact: Suzanne Rowson, Headteacher of the Virtual School, London Borough of Enfield Tel: 020 8132 0336 Email: Suzanne.rowson@enfield.gov.uk

Relationship with carers

The SENDCo and Transition & Achievement Leader/Pastoral Leaders/Pastoral Managers will:

- Ensure that the child and carer(s) receive notification of school meetings, parents' evenings and other events and that communication remains regular and positive.
- Liaise over the educational progress of the child and advise how school work can be supported at home.
- Understand that some carers do not always feel confident to approach schools and so enable the home/school relationship to be effective by making themselves and their role known to the carer.

In School liaison

The SENDCo will, in liaison with the Transition & Achievement Leader/Pastoral Leaders/Pastoral Managers

- Ensure school staff receive relevant information and training.
- Act as an adviser to staff and governors.
- Ensure confidentiality for individual children and only share personal information on a need to know basis.
- Ensure there is a school policy on LAC and PLAC (responsibility of the Assistant Headteacher- Safeguarding)
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of LAC and PLAC
- The Designated Teacher for LAC and PLAC/ SENDCo will report annually to Governors in a written format.

All governors and staff will:

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

Modification history

Version	Date	Description	Revision Author
0.1	September 2020	Reviewed and updated to ensure it continues to reflect current guidance Addition: LAC Report September 2020	M. Stowe
0.2	September 2021	Reviewed and updated to ensure it continues to reflect current guidance Addition: LAC Report September 2021	C. Vowles
0.3	September 2022	Reviewed and updated to ensure it continues to reflect current guidance Addition: LAC Report September 2022	C. Vowles



St. Anne's Catholic High School For Girls

Annual Report to Governing Body Looked After Children (LAC)

Date: September 2022
Report for the academic year: 2021 - 2022
Name of Governors with responsibility for Looked After Children: Gwen Fisher and Karen Suarez
Name of Designated Teacher for Looked After Children: Claudia Vowles
Signed: Claudia Vowles

This report has been written as a response to statutory guidelines aimed at improving the educational achievement of children in care in the school. Due to confidentiality issues no individual children will be identified in this report.

1 – Whole School Information and Workload

Number of children in care:	0	0	0	0	1	1	0	Total	2
School year:	7	8	9	10	11	12	13		

Names of Local Authorities placing children in the school: Haringey (1) Enfield (1)	
Number of LAC entering the school during the academic year	0
Number of LAC leaving the school during the academic year	0
Number of children who left at end of phase (KS4)	0
Number of children who left at end of phase (KS5)	0
Number of children who have been in care for six months or more	2
Number of exclusions of LAC during the academic year	0
Number of LAC identified as Gifted, Able or Talented	0
Number of LAC with a Statement of SEN or disabilities	0

The school has a policy relating to LAC	Yes
Last review date: Summer 2021	
Next Review: Autumn 2022	
Quality of Education	

2 – Tracking Progress and Attainment

Key Stage 3 (KS3)

In relation to Age Related Expectation (ARE)

Number of LAC		English		Maths		Science	
		Target	Actual	Target	Actual	Target	Actual
Year 7	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0
Year 9	0	0	0	0	0	0	0

Key Stage 4 (KS4)

In relation to GCSE Professional Predictions and Actual Outcome

Number of LAC		English		Maths		Science	
		Professional predictions	Actual	Professional predictions	Actual	Professional predictions	Actual
Year 10	0	0	0	0	0	0	0
Year 11	1	4-4	5-6	3	4	3-4	4-4
Year 12	0	0		0		0	
Year 13	0	0		0		0	

Progress during 2021-2022 was based on end of year analysis of GCSE results.

How high aspirations of LAC are promoted to ensure they achieve in line with peers

In line with whole school continual monitoring, intervention and tracking. Regular contact with Carers. Regular PEP meetings.

How many children have had access to 1:1 tuition

1

3 - Pupil Prem

How the Pupil Premium has been used to support the educational attainment of LAC?

- One to one tuition in English and Maths
- Food tech private lessons
- Smaller teaching groups in core subjects
- After school and School Holiday intervention sessions
- Key Stage 3 and 4 Revision texts
- Funding for trips

4 - Attendance and Exclusion

Overall % school attendance of children in care	92.4%
Number of LAC missing 15% or more sessions	0

Attendance

		Authorised Absence %	Unauthorised Absence %	Attendance %
Year 7	0			
Year 8	0			
Year 9	0			
Year 10	0			
Year 11	1	10.08	0.0	89.2
Year 12	0	4.4	0.0	95.6
Year 13	0			

This data is based on the attendance from September 2021 - July 2022.

Fixed Term Exclusions

	Number of students	Number of FTE Incidents	Total Number of Days	Reason
Year 7	0			
Year 8	0			
Year 9	0			
Year 10	0			
Year 11	0			
Year 12	0			
Year 13	0			
Total No of Days: 0				

How the pattern of attendance and exclusion for children in care relates to that of all children in school?

The attendance of Looked after children in Key Stage 3 and Key Stage 4 is above whole school figures

Additional behaviour / emotional support that is in place to minimise exclusions

Consistent student support and regular carer contact by Claudia Vowles and Achievement Leaders in the Inclusion Team.

5 - Personal Education Plans (PEPs)

Number of Personal Education Plans completed in the year: (3 per term per student in KS3 and KS4)	9
Are PEPs fully up to date and reviewed every term?	Yes
Number of Annual Review meetings for LACs with an EHCP attended this year	N/A
Is Career's advice included in PEP meeting and paperwork	Yes (LAC students are prioritised for 1-to-1 Career's advice)

Issues around the process or planning arising from Personal Education Plans (PEPs)

Many Local authorities now have on-line PEPs and some are managed by 'Welfare Call', but there is no consistency between Local Authorities regarding the information that they require.

6 – Training

Attended by the Delegated Teacher: Claudia Vowles

Designated Teacher Training - 10 June 2021

Attachment and Trauma training - 28 April 2021

Trauma Informed Practice - 21 and 28 June 2022

Disseminated to all school staff

All staff aware of Looked After Children through Safeguarding and Child Protection Policy.

Class teachers are aware of Looked After Children through our SIMS database EDUKEY database, 'Pen Portraits', the AEN Register and PEP meeting information gathering.

Our Inclusion Team monitor Looked After Children and associated PEP support through regular Inclusion meetings.

7 – Information relating to 2022 – 2023

We started this this academic year with 3 Looked After Children:

1 x Year 7

1 x Year 12

1 x Year 13

Case Study 2021 – 2022:

CJ - year 11 Looked After Child and EHCP. These statistics were removed from data.

Needs

Cognition and Learning and Social, Emotional and Mental Health.

The student joined St. Anne's after being out of education for more than one year.

Prior to this period of absence, the student was placed in a care home in Lancashire and attended a pupil referral unit there.

In term 1 of 2020 CJ moved to London to be fostered by her maternal grandmother.

Start date - 07/12/2020

Attendance

Year 10 2020 - 2021

Term 1 - 100% (First 12 days of school)

Term 2 - 21.93%

Term 3 - 85.09%

Year 11 2021 - 2022

Term 1 - 27.34 %

Term 2 - 16.04%

Term 3 - 0%

Between term 2 and 3 in year 10 we put in place an alternative timetable for CJ to study in Mary Agnes House with TA support.

CJ was offered one to one tutoring and one to one cooking lessons.

In year 11 the student was designated a mentor from Barnet Virtual Schools. Despite numerous Team and Around Family meetings and school based provisions and interventions, CJ became a school refuser and did not sit her GCSEs.

With the support of our school Careers Advisor and the Virtual School Mentor, CJ secured a place at Capel Manor studying Animal Welfare. She began her studies this term, September 2022.