

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



LOOKED AFTER CHILDREN POLICY

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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)**.

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 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 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 Jennifer Gumbrell, First Deputy Headteacher.

Mrs Stowe, Inclusion Manager 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 on our school roll.

The Achievement Leader for each student works with our Inclusion manager in the coordination of support for LAC

The nominated school Governor for Looked After Children is: Gwen Fisher

The Inclusion Manager and Achievement Leaders 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 Inclusion Manager and Year Achievement Leader will:

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

Multi-agency working

The Inclusion Manager and Year Achievement Leader 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.*

Relationship with carers

The Inclusion Manager and Year Achievement Leader 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 Inclusion Manager will, in liaison with the Year Achievement Leader

- *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 (responsibility of the First deputy Headteacher)*
- *Ensure that they keep the school up to date with current legislation and its implication for the school in respect of LAC*
- *The Designated LAC Lead and Inclusion Manager 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 Children

ARRANGEMENTS FOR MONITORING AND EVALUATION:

DATE ESTABLISHED BY GOVERNING BODY (ADOPTED):	April 2008
DATE REVIEWED:	September 2016
DATE FOR REVIEW:	When required
RESPONSIBILITY:	First Deputy Headteacher



St. Anne's Catholic High School For Girls

Annual Report to Governing Body Looked After Children (LAC)

Date:
Report for the academic year:
Name of Governor with responsibility for Looked After Children:
Name of Designated Teacher for Looked After Children:
Signed :

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.

Numbers of children in care:								Total	
School years:	7	8	9	10	11	12	13		

Names of Local Authorities placing children in the school

The school has a policy relating to LAC	
Last review date:	

Number of LAC entering the school during the academic year	
Number of LAC leaving the school during the academic year	
Number of children who left at end of phase (KS4)	
Number of children who have been in care for six months or more	
Number of exclusions of LAC during the academic year	
Number of LAC identified as Gifted, Able or Talented	
Number of LAC with a Statement of SEN or disabilities	

2 – Tracking Progress and Attainment

Key Stage 3 (KS3)

In relation to Age Related Expectation (ARE)

Key Stage 4 (KS4)

In relation to GCSE Professional Predictions and Actual Outcome

Number of LAC		English	Maths	Science	Number of LAC		English		Maths		Science	
							Professional	Actual	Professional	Actual	Professional	Actual
Year 7					Year 10							
Year 8					Year 11							
Year 9					Year 12							
					Year 13							

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

How many children have had access to 1:1 tuition

3 - Pupil Premium

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

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4 - Attendance and Exclusion

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

Attendance

	Authorised Absence	Unauthorised Absence	Total
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			
Year 13			

Fixed Term Exclusions

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

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

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

5 - Personal Education Plans (PEPs)

Number of Personal Education Plans completed in the year	
Are PEP's fully up to date and reviewed every 6 months at least?	
Number of Annual Review meetings for Statemented LAC attended this year	

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

6 – Training

Attended by the Designated Teacher

Disseminated to all school staff

7 – Information relating to 2017-18