

Promoting the Educational Achievement of Looked After Children

Best Practice Document

**Shropshire Virtual School Self-Assessment
Framework for Schools**



Shropshire
Council

Promoting the Educational Achievement of Looked After Children

Shropshire Virtual School Self-Assessment Framework

School	
DfE Ref	
Designated Teacher	
Date Started	
Dated Completed	
Review Date	

Introduction

“Closing the attainment and progress gap between looked after children and their peers and creating a culture of high aspirations for them is a top priority. We must ensure that the educational achievement of these children is seen as a priority by everyone who has responsibilities for promoting their welfare.

Ref: ‘Promoting the Educational Achievement of looked After Children Statutory Guidance for Local Authorities’ DfE2014

Inclusive Whole School Self-Assessment Framework

This framework has been developed in recognition of the good practice that already exists in Shropshire schools to support the educational progress of Looked After Children. Initially it should be used as a tool to assist schools in their self-assessment of existing provision and practice. This will identify any gaps that need to be addressed in order to provide the best possible inclusive practice and outcomes for Looked After Children.

On completion of the self-assessment framework please contact Shropshire Virtual School or Looked After Children Education & health Team in order to receive your completion certificate.

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Hednesford Valley High School

The John Bamford Primary School

Chadsmead Primary Academy

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1.	The Role of the Governing Body <ul style="list-style-type: none"> Statutory Framework from 01/09/2009 the Governing Bodies of all maintained schools are required under the Children and Young Persons Act 2008 (the 2008 Act) to appoint a designated teacher (DT) to promote the educational achievement of looked after children (LAC) who are on the school roll. 		
	Practice Criterion	Impact Indicator	Evidence
1.1	The Governing Body fully understand and ensure their statutory responsibilities are implemented (See Appendix 1)	A named member of the Senior Leadership team (SLT) is in place as the DT for LAC even if there are no LAC on roll	
1.2	Resources are allocated to support the DT to carry out this role effectively for the benefit of the LAC	<p>Governing Body responsible in conjunction with the Head teacher for monitoring how well this role is working.</p> <p>The DT undertakes appropriate training (See Appendix 2)</p>	
1.3	That as a minimum they must consider an annual report from the DT which contains information relating to the LAC on roll (see appendix 3)	<p>Report reviewed in conjunction with the SLT. Any issues raised are addressed in order to support the DT and maximise the impact of this role.</p> <p>Arrangements are put in place for the Governing Body to remain informed about provision for, and attainment of LAC on a regular basis, e.g. termly Pupil premium+ provision plans used as a basis to show impact.</p> <p>Governors are aware how Pupil Premium funding is used to support LAC (See Appendix 4A).</p>	
1.4	<p>The Governing Body should appoint a named Governor for LAC (Good practice, non-statutory)</p> <p>Named Governor: Completes LAC checklist in conjunction with DT (See Appendix 4)</p>	<p>Named Governor in place as an advocate for LAC for the school Governing Body</p> <p>Audits school support of their LAC to inform any future actions</p> <p>The school improvement plan shows planned actions to continue to raise the attainment of LAC</p>	

	<p>Has access to current information related to LAC on roll</p> <p>Is aware of the Shropshire Pupil Premium+ Policy (PP+)</p> <p>Liaises with DT/HT to ensure that PP+ plans are completed and sent to the VS on a termly basis and that funding is spent in line with Shropshire policy</p>	<p>Provides information updates to Governing body. Governors aware of any issues impacting on the progress of individual LAC</p> <p>Governing Body consider whether school is making best use of all available resources, including PP+ Maximum opportunity for LAC to achieve two sub levels of progress within an academic year</p> <p>VS has an overview of the progress of their LAC and can set targets and prioritise resources</p>	
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Appendix 1: *“The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies 2009 Chapter 1 ‘Statutory Framework’ page 6 paragraphs 1.2 & 1.5*

Appendix 2: (i) *“Children & Young Persons Act 2008” Section 20 (2)*

(ii) *“The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies 2009 Chapter 1 ‘Statutory Framework’ page 6 paragraph 1.3 & Chapter 2 ‘The Role of the Governing Body’ page 8 paragraphs 2.4 & 2.5*

Appendix 3: *“The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies 2009 Chapter 2 ‘The Role of the Governing Body’ page 9 paragraph 2.10*

Appendix 4: *Shropshire Virtual School “Checklist for School Governors”*

Appendix 4A: *Shropshire Pupil Premium Plus Policy*

2.	Leadership and Statutory Responsibilities of the Designated Teacher (DT) <ul style="list-style-type: none"> • <i>DT is known key point of contact for carers outside agencies in support of LAC.</i> • <i>DT promotes a culture of high expectations and aspirations for LAC.</i> • <i>DT should have the lead responsibility for helping school staff understand the things which affect how LAC learn and achieve.</i> • <i>DT understands the importance of seeing LAC as individuals rather than a homogenous group and ensures they are not publically treated differently from their peers.</i> • <i>DT appreciates the importance of showing sensitivity about who else knows about the LAC status.</i> 		
	Practice Criterion	Impact Indicator	Evidence
2.1	<p>There is a named DT who is/ has a direct link with the SLT.</p> <p>Staff and outside agencies liaise directly with the DT on matters relating to LAC.</p> <p>DT liaises with carers to ensure they understand the importance of supporting learning at home.</p>	<p>There is a key point of contact to streamline communications about LAC.</p> <p>DT passes on individual information to staff on a “need to know” basis in order to support LAC.</p> <p>A good support network for LAC is maintained.</p>	
2.2	DT holds an up to date register for LAC (see appendix 5)	<p>All contacts are current to facilitate communication.</p> <p>All LAC in school are known to the DT and individual support put in place as required.</p>	
2.3	DT provides at least an Annual Report (as a minimum) to the Governing Body on the progress of LAC on roll (including those LAC on roll but attending alternative education provision) (see Appendix 6).	Governing Body are aware of the number of LAC on roll and any specific needs that need to be addressed through whole school planning.	
2.4	DT holds current information on the educational progress of all LAC and keeps an overview of their attainment and progress in comparison to their peers.	<p>DT acts as a source of advice to staff about differentiated teaching strategies appropriate for LAC.</p> <p>DT ensures current educational information is available for the Personal Education Plan (ePEP) meeting to assist with target setting.</p>	

2.5	<p>DT has a lead responsibility for development and implementation of the ePEP (See appendix 7)</p> <p>DT ensures school support mechanisms are prioritised and accessed without delay.</p> <p>DT ensures that PP+ is used to focus/ support improvement.</p> <p>PP+ is used appropriately on a termly basis.</p>	<p>All LAC have a current EPEP in place which details progress towards meeting current educational targets and any further interventions required.</p> <p>Interventions are put in place to enable LAC to make progress in their learning.</p> <p>DT knows how the Pupil Premium funding received is used to support the attainment of individual LAC.</p> <p>Use is monitored to ensure value for money and impact evaluated on improving educational attainment for students.</p>	
2.6	<p>DT should undertake appropriate training and develop awareness with school staff about how the impact of being in care can affect the learning and behaviour of LAC.</p>	<p>There is a school ethos of empathy and support for LAC.</p> <p>LAC feel supported in their learning and are positive about school.</p>	
2.7	<p>DT is introduced to all LAC and is an available point of contact as appropriate.</p>	<p>DT is an advocate for LAC.</p> <p>LAC know their DT.</p> <p>There is a clearly identified point of contact.</p>	

Appendix 5: *Shropshire Virtual School “A Schools handbook – how to support Looked After Children”*

Appendix 6: *Shropshire Virtual School “Designated teacher for Looked After Children – report to school’s governing body”*

Appendix 7: *“The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies 2009 Chapter 4 ‘The Role of the Designated teacher in developing the Personal Education Plan’ pages 13 – 17 paragraphs 4.1 – 4.7*

3.	Admissions for newly arrived LAC <ul style="list-style-type: none"> <i>Schools adopt statutory admissions criteria. (See appendix 8).</i> <i>The admissions of LAC are prioritised, e.g. LAC are at the head of oversubscription criteria; schools avoid being directed to take LAC.</i> <i>From 2013 it also extends to those children/young people who have become adopted, have a special guardianship or residence order.</i> 		
	Practice Criterion	Impact Indicator	Evidence
3.1	The ethos of the school welcomes LAC throughout the school year (See appendix 8 (iii)).	<p>Schools admit without delay those newly arrived LAC in catchment and support is put in place as appropriate to help LAC achieve to their full potential</p> <p>LAC are effectively integrated avoiding a break in education.</p>	
3.2	<p>INFORMATION TRANSFER: DT requests relevant information from Social Worker (SW), carers, previous school and current ePEP.</p> <p>DT to be clear on who has Parental Responsibility and delegated authority.</p> <p>DT liaises with staff as appropriate in preparation for the ePEP meeting which should take place within 20 working days of the child becoming Looked After.</p>	<p>Individual LAC are placed appropriately and supported so that their needs are met.</p> <p>New ePEP speedily drawn up to contain new information.</p> <p>Parental responsibility and contacts confirmed and school aware of any implications</p> <p>Staff are alert to the needs of the LAC and appropriate responses are made to any initial difficulties.</p> <p>New placements progress positively.</p>	
3.3	<p>INDUCTION SUPPORT: Key member of staff identified for LAC</p> <p>There are flexible induction arrangements to support the individual circumstances of LAC.</p>	<p>LAC are confident that there is a named person in school they can turn to – avoids anxiety.</p> <p>LAC successfully integrates into the new school.</p> <p>Home/school support network starts to develop to support progress in the longer term.</p>	

	Daily communication maintained with carers during initial induction Peer “buddies” put in place.	The new LAC receives positive, appropriate and friendly peer group support.	
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- Appendix 8:** (i) Department for Education School Admissions Code Feb 2012 Page 9 paragraph 1.7 and page 27 paragraph 3.19
(ii) “Promoting the Educational Achievement of Looked After Children” Statutory Guidance for Local Authorities” 2010 pages 20 – 22 paragraphs 55 – 56
(iii) Shropshire Good Practice Guide “Admissions to School for Looked After Children”

4.	Implementation of the Personal Education Plan (ePEP) <ul style="list-style-type: none"> • School and Local Authority (LA) which look after the child have a shared responsibility for helping LAC to enjoy and achieve. • Joint working to make this happen should take place through the implementation, content and review of an ePEP. • The ePEP is part of the overall LA care plan but also forms a record of a child/young person's academic achievements and participation. • The ePEP should set high quality expectations of rapid progress and put in place the additional support the LAC needs in order to succeed. • The ePEP should take place within 20 working days of the child/young person becoming LAC and a review date identified. • Assessment of learning should form the basis for the review of the EPEP and resources allocated accordingly. • The DT should work closely with other staff in school to make sure the child/young person's progress is rigorously monitored and evaluated. 		
	Practice Criterion	Impact Indicator	Evidence
4.1	<p>The DT is aware of the process, functions and statutory requirements related to the ePEP (Appendix 9).</p> <p>http://epep.tv/</p> <p>Password for training video: 3p3ptraining</p> <p>DT is responsible for leading on the development and implementation of the ePEP within school</p>	<p>All LAC (Early Years to Age 18) have a current ePEP in place which is reviewed within statutory timescales.</p> <p>Best practice would indicate close linkage between the ePEP and the Post 16 Pathway Plan.</p> <p>LAC Governor is aware of any specific actions that need to be taken in respect of the ePEP process.</p> <p>Actions are detailed to overcome any barriers to learning.</p>	
4.2	<p>DT knows how the EPEP fits into the wider care planning duties of the LA which has responsibility for the LAC.</p>	<p>The EPEP is current for the statutory review of the care plan and contains up to date education information to inform the statutory care plan review.</p>	
4.3	<p>DT has an overview of arrangements for individual ePEP meetings.</p> <p>DT holds copies and monitors completion of ePEPs.</p>	<p>ePEP arrangements are confirmed and ePEPs completed within statutory timescales.</p> <p>School are clear about any contacts and responsibilities.</p> <p>DT monitors and quality assures ePEPs.</p>	

<p>4.4</p>	<p>ePEP meeting arrangements: DT ensures: The ePEP meeting involves the Social Worker (SW), carer, and where appropriate, the LAC, and representatives from the Virtual School (VS) or LA (See Appendix 10 – Top 10 Tips).</p> <p>They contact the SW and/or VS for LAC to assist with/confirm arrangements for the ePEP, if an ePEP is not in place nor arrangements in hand for PEP meeting.</p> <p>Current school information, (including the pupil premium+ provision plan), is available for the PEP meeting.</p> <p>The basic educational information is completed on the ePEP form prior to the meeting.</p> <p>The ePEP clearly indicates who within the school is responsible for making the actions in the plan happen.</p> <p>Young Person’s views sheet is completed prior to the meeting.</p> <p>The ePEP is copied and circulated at the end of the meeting. The next review date must be set at the end of the meeting.</p>	<p>All involved with the LAC have a shared dialogue/ understanding of what everyone needs to do to help the LAC achieve their potential.</p> <p>There is a clear useful working plan to support the education of LAC.</p> <p>Consistent support is provided.</p> <p>The views of the child, carer and other professionals are represented in the ePEP.</p> <p>ePEP in place without undue delay.</p> <p>SMART Educational targets are agreed in partnership with the LAC and carer where appropriate and detailed in the ePEP. Use of pupil premium + funding is agreed to support targets in the ePEP.</p> <p>Planned actions to support the educational attainment of the LAC are implemented and evaluated.</p> <p>LAC views are reflected within the PEP.</p> <p>The ePEP is reviewed at appropriate intervals based on any issues raised in the PEP.</p>	
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4.5	<p>Reviewing the EPEP The DT requests an earlier review if there is a significant change for a LAC.</p> <p>DT informs the PEP meeting about if/how targets have been achieved.</p>	<p>Up to date information is detailed in the ePEP.</p> <p>Progress towards meeting targets is reviewed regularly.</p>	
4.6	<p>Knowledge and usage of support mechanisms Details are included in the ePEP about how Pupil Premium+ funding is used to support the learning of LAC to enable them to achieve to their maximum potential.</p> <p>ePEP details any additional LA support with timings.</p>	<p>Additional support automatically prioritised by school for those pupils who are LAC.</p> <p>Outcomes at KS2 and KS4 are in line with National expectations.</p> <p>Personal education targets are met.</p> <p>Additional support where required is accessed appropriately and the impact evaluated.</p>	

Appendix 9: *“Promoting the Educational Achievement of Looked After Children” Statutory Guidance for Local Authorities 2010*
pages 14-17 paragraphs 31– 35

(i) *“Promoting the education of looked after children” Statutory guidance for local authorities July 2014*

Appendix 10: *(i) Shropshire Virtual School “ePEPs – Top 10 Tips”*

(ii) *Shropshire Virtual School “How to write a good ePEP”*

5.	Partnership Working <ul style="list-style-type: none"> <i>The DT is a central point of initial contact for outside agencies and should encourage the development of strong partnerships with carers, local authorities and specialist agencies.</i> <i>The LA have a duty under the Children Act 1989 to promote the educational achievement of the children they look after – they must give particular consideration to the implications of any decision about the child’s care which has implications for his/her education.</i> <i>School information is communicated to carers, social workers and, where appropriate parents, so that LAC are not disadvantaged.</i> 		
	Practice Criterion	Impact Indicator	Evidence
5.1	<p>The DT knows the agreed school process for working with other professionals, carers and outside agencies.</p> <p>Policies are in place within school that encourage collaboration with other agencies and services.</p>	<p>There are “joined up,” positive and effective channels of communication between school and relevant partners to help LAC get most out of their school experience and avoid disruption to learning.</p> <p>The school responds very quickly to urgent situations.</p> <p>School staff access support and/or training from other agencies which has an impact on learning.</p>	
5.2	<p>The school has a procedure in place to update school record with current contact details of carers, parents and SW.</p> <p>DT ensures there is a procedure in place to prepare information for transfer if a LAC changes school.</p> <p>DT ensures they have relevant information about the care history of LAC through liaising with the SW.</p>	<p>All school information related to LAC is up to date.</p> <p>The correct contacts are made.</p> <p>Information is transferred speedily when a LAC changes school to inform the new school how best to support the looked after child.</p> <p>Staff are informed on a “need to know basis“ any information that might impact on the learning of LAC.</p>	
5.3	<p>Carers are given a named person such as the DT, Head of Year (HOY), form tutor (FT) to contact if they have concerns.</p>	<p>Contacts are maintained to find solutions to problems and agree actions to ensure consistent messages for the LAC.</p>	

	<p>Communications between home and school are maintained on a regular basis.</p> <p>Carers understand and sign the home school agreement even when their LAC may be placed temporarily in the school.</p>	<p>The LAC's achievements and other necessary information is communicated to the carer.</p> <p>All are clear about agreed school procedures.</p>	
5.4	<p>School has an understanding of the implication of care status on Parental Responsibility (PR) (See Appendix 11).</p> <p>The school records indicate who has PR for individual LAC and who is entitled to receive copies of LAC's reports and invitations to parents' evenings and other school events.</p>	<p>Any documents requiring parental consent are signed by the appropriate person(s) and returned to school.</p> <p>Carers and other adults as appropriate receive copies of school reports.</p> <p>Carers and other adults as appropriate receive invitations and attend parents' evenings and review meetings.</p>	
5.5	<p>DT knows the name and contact details of the VS.</p>	<p>School liaises with the VS for advice/support when there is an ongoing concern around the LAC's progress.</p> <p>School provides information when requested to the VS.</p>	
5.6	<p>School is aware of external support agencies available/and referral routes/ contact details for them.</p>	<p>School prioritises and makes timely referrals/requests for advice to other agencies for the support of their LAC.</p> <p>School liaises with external personnel and requests support when there are additional needs that cannot be met in school.</p>	

5.7	School works with other external professionals where required	School liaises with and involves other professionals in meetings where required.	
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Appendix 11: *“The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies 2009 pages 29 – 30 ‘Important information to help governors and designated teachers’*

6.	Teaching and Learning: Closing the Attainment Gap <ul style="list-style-type: none"> Teachers focus on teaching and learning and maintain high expectations. LAC are supported to achieve in line with their peers. The DT should work closely with other teachers as necessary to identify the young person's strengths and weaknesses and any barriers to learning. School are consistent in their approach and endeavour to treat the LAC the same as all the other peers in class but with discrete flexibility where necessary. School promotes personalised learning and a culture where every child does matter. 		
	Practice Criterion	Impact Indicator	Evidence
6.1	<p>The school has an overview of the educational needs, progress and attainment levels of LAC on roll and ensures that progress is rigorously monitored via PP+ provision plans and ePEPs.</p> <p>The DT holds up to date academic information for each LAC.</p>	<p>School measures and records the progress of individual LAC.</p> <p>Following data analysis, interventions and resources are put in place to narrow the attainment gap for LAC.</p> <p>This is recorded in the ePEP and informs further target setting and support interventions.</p>	
6.2	<p>The school works to narrow the attainment gap for LAC.</p> <p>School sets appropriately challenging targets, whilst balancing this with high levels of support where necessary.</p>	<p>LAC make good progress and are on track to meet end of Year targets.</p> <p>LAC are aware of their personal targets and their actions needed to achieve these.</p>	
6.3	<p>When a child at the school becomes 'looked after' or when a LAC joins the school the DT ensures his/her specific education needs are assessed without delay.</p> <p>DT ensures school are in receipt of previous school records.</p>	<p>Barriers to learning are identified and actions are put in place to secure each LAC's progress.</p> <p>School has a good baseline of information to inform learning needs.</p>	

6.4	<p>School are willing to try other learning approaches and adopt curriculum flexibility where required to support and develop the LAC's learning.</p> <p>LAC have access to support from a Learning mentor where required.</p> <p>Any alternative provision required at KS4 is planned and monitored within the ePEP.</p> <p>LAC retain the opportunity to gain accredited qualifications alongside some GCSE qualifications.</p> <p>Intervention strategies are used where necessary to support the learning of LAC and additional resources are sourced where required.</p> <p>School state how they are using PP+ funding to support the learning of their LAC.</p>	<p>LAC engage with learning and are making progress.</p> <p>LAC become more confident learners, able to work collaboratively with others. They are able to seek support when needed during or after lessons.</p> <p>LAC continues to engage in education.</p> <p>There is continuity of KS4 POS.</p> <p>LAC attain 5 GCSE's (or equivalents), including English and Maths.</p> <p>Focused support is provided and evaluated to address significant gaps in learning.</p> <p>Appropriate individual support put into place and evaluated termly and plans sent to the VS.</p>	
6.5	<p>DT is aware of those LAC who are deemed "gifted & talented" and communicates this information to school staff, carers and SW.</p>	<p>DT knows which LAC are engaged in the gifted and talented programme, and additional resources/PP+ are used to further extend the learning of these LAC.</p>	
6.6	<p>Focused study support and out of school opportunities are available to LAC even if they join the school mid-year.</p>	<p>LAC attend study support which enables them to "keep up" and "catch up" where they are behind with their learning.</p>	

	<p>School set homework and ensure carers are aware of this.</p> <p>Extended activities are available to enhance the child’s learning and the school’s charging policy ensures access to trips for LAC.</p>	<p>Quality of homework is monitored to inform assessment of learning</p> <p>LAC attend clubs and school trips to enhance their learning.</p>	
6.7	<p>School set aspirational targets for LAC and actively encourages them from an early age to move onto further and higher education to extend their academic qualifications.</p> <p>LAC are prioritised and supported to access Higher Education taster activities.</p>	<p>LAC moves onto Further Education post 16.</p> <p>LAC attend any higher education “taster days” offered.</p> <p>LAC has aspirations to move on to Higher Education.</p>	

7.	<p>Additional Needs Including: Behaviour, Attendance</p> <ul style="list-style-type: none"> <i>The progress of LAC is tracked sufficiently closely and actions and resulting impact is critically evaluated.</i> <i>Robust data is in place in school to inform planning for LAC.</i> <i>The attendance of all LAC is rigorously monitored and compared to that of their peers.</i> <p>Exclusions</p> <ul style="list-style-type: none"> <i>When considering exclusion, the Headteacher and the Governing Body has regard to the Secretary of State’s guidance on exclusion: ‘Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units’.</i> <i>School understands the particular impact of excluding looked after children on their care placements and considers permanent exclusion only as a very last resort.</i> <p>SEN</p> <ul style="list-style-type: none"> <i>School follows the SEND Pathway where there are concerns that a looked after child has a SEN.</i> <i>All maintained schools have a SENCo (Special Educational Needs Coordinator) in place who is a qualified teacher.</i> <i>ePEP should include relevant information from the Education Health Care Plan (EHC) and Annual reviews but does not need to duplicate the information in full.</i>
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	Practice Criterion	Impact Indicator	Evidence
7.1	<p>Behaviour & Attendance:</p> <p>The DT monitors behaviour of individual LAC and ensures that positive support strategies are employed e.g. via an early ePEP.</p> <p>The DT monitors attendance and reports overall attendance figures for LAC as a group to the Governing Body.</p> <p>Local Support teams, (EWO), are involved for advice where there are ongoing concerns or changes in the pattern of attendance.</p> <p>Non-attendance is followed up promptly to avoid a pattern developing.</p>	<p>Exclusions are avoided by pre-emptive support strategies.</p> <p>Governing Body monitor and act if attendance declining.</p> <p>Actions taken to improve school attendance.</p> <p>Improving attendance trend of individual LAC.</p>	

	<p>School ensures support strategies are employed: e.g. encourages and rewards full attendance, contacts carers on the first day of unexplained absence, acts on if holidays are taken in term time.</p>		
7.2	<p>Exclusions: The school are willing to admit on roll LAC who have been excluded from other schools.</p> <p>School monitors the behaviour of LAC and ensures positive support strategies are employed to avoid exclusion.</p> <p>The DT requests that the EPEP is brought forward/reviewed frequently if there is a risk of exclusion.</p> <p>School request external Behaviour support advice for those students whose ongoing behaviour is difficult to manage.</p> <p>School contacts the LA and VS for advice where there are significant concerns about pupil behaviour/possible exclusion.</p> <p>If a LAC is excluded National recommendations are put into place (see appendix 12).</p> <p>School monitors the exclusion of LAC as a group in comparison to their peer.</p>	<p>There is a minimal break in education for LAC who have moved care placement and new care placements are not jeopardised.</p> <p>PSP/Behaviour plan is put into place in conjunction with the EPEP immediately there begins to be a pattern of fixed term exclusions. This will include advice to staff on behaviour ‘triggers’ and how these can be avoided.</p> <p>School can exemplify how a range of strategies are used to avoid exclusion.</p> <p>School avoids wherever possible the exclusion of LAC.</p> <p>School in receipt of appropriate advice in order to support the LAC.</p> <p>External additional support strategies/plans are explored.</p> <p>School accesses emergency support via the VS to avoid a possible permanent exclusion.</p> <p>Alternative education is in place within statutory timescales.</p> <p>Governing body informed of any exclusions of LAC.</p>	

<p>7.3</p>	<p>Special Educational Needs & Disability (SEND): DT liaises with the SENCO to gather information related to those LAC who have SEND.</p> <p>The DT relays information to the Governing Body related to those LAC with SEN (see Appendix 13).</p> <p>DT aware of the SEND needs of individual LAC on roll in preparation for discussion at the ePEP.</p> <p>Where there are concerns, about the educational progress of LAC and there is not an EHC plan in place:</p> <p>Prompt school assessment takes place and the ePEP is brought forward.</p> <p>Appropriate practitioners invited to ePEP.</p> <p>Progress towards meeting targets in the ePEP/Early Help Action Plan and the setting of new targets is reviewed termly.</p> <p>Decisions are made at the ePEP regarding a request for an EHCP</p> <p>Carers are informed if the LAC has SEN they can request support of the SEND Family Partnership.</p>	<p>Reports are presented to the Governing Body giving an overview of the SEND needs of this group in comparison to their peers.</p> <p>The Governing Body know how their needs are being met through EHCPs, or via interventions/support.</p> <p>Current SMART targets are agreed and referenced in the ePEP to support the learning of LAC.</p> <p>Prompt identification of any SEND in ePEP.</p> <p>Shared discussion with carers/ /school/appropriate professionals and Early Help Action Plan put into place within ePEP.</p> <p>Additional provision/support is referenced in the ePEP.</p> <p>Evidence of 2 cycles of Assess, Plan, Do, Review.</p> <p>If needed school puts forward a request for an EHCP using evidence of Assess, Plan, Do, Review.</p> <p>Carers know how to obtain advice independent of the LA.</p> <p>The AR details any changes to support that may be required.</p> <p>Delay/duplication is avoided in re-assessing the LAC's current progress/needs .The ePEP is reviewed concurrently with the AR and targets detailed.</p> <p>A timely conversation takes place and appropriate actions made to offer additional/alternative</p>	
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	<p>Where there is an EHC Plan in place:</p> <p>School provides the additional provision detailed in the EHC plan for individual student and this is reviewed annually.</p> <p>Consideration should be made as to whether the level of support is sufficient to meet their ongoing need.</p> <p>The ePEP process should be aligned to fall in line with the AR timescales where possible. SW and carer must be invited to the AR of the EHCP.</p> <p>School brings the AR forward where there are significant concerns about the academic progress of LAC despite support in place.</p> <p>A Transition Plan detailing post 16 plans should be drawn up at the Yr 9 annual review of the EHCP (see section 9).</p>	<p>Support.</p> <p>Post 16 plans are clarified and supported.</p>	
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Appendix 12: (i) *“Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion” 2012 page 6 paragraph 22*

(ii) *“Promoting the Educational Achievement of Looked After Children” Statutory Guidance for Local Authorities 2014 page 13 paragraphs 27 –28*

Appendix 13: (i) *“Promoting the Educational Achievement of Looked After Children” Statutory Guidance for Local Authorities 2010 page 29 ‘Special Educational needs ‘SEN’*

(iii) *“Supporting Looked After Learners: A Practical Guide for School Governors” 2006 pages 26 – 27*

8.	School policies <ul style="list-style-type: none"> <i>The policies and practice takes full account of, and includes LAC whose experiences and understanding of family may be different.</i> <i>Policies should detail effective and well understood school procedures to support the learning of LAC.</i> <i>They should promote an ethos of high expectations related to achievements.</i> 		
	Practice Criterion	Impact Indicator	Evidence
8.1	<p>DT ensures there is a specific policy in place outlining how the school will support their LAC on roll (see appendix 14 model school policy).</p> <p>Staff receive appropriate and regular training.</p>	<p>All school personnel are confident in the consistent and rigorous implementation of procedures to ensure the support of their LAC.</p>	
8.2	<p>The DT contributes to the development and review of whole school policies to ensure they do not unintentionally put LAC at a disadvantage.</p> <p>Policies cover learning opportunities as well as social and pastoral issues.</p> <p>Charging policies are sympathetic to the needs of LAC.</p> <p>Policies detail systems in place to liaise with other agencies, carers, Vulnerable Children’s services and Virtual School.</p> <p>Policies in relation to home-school agreements timekeeping and attendance, homework and parents evenings are communicated to carers, SW’s and where appropriate parents.</p>	<p>The needs of LAC have been considered in the context of all school’s policies.</p> <p>No LAC is discriminated against or suffers any detriment which impedes their participation and Achievement.</p> <p>LAC have full access to, and are encouraged to fully participate in all school activities and opportunities.</p> <p>Collaborative working and effective communication with carers and other agencies is intrinsic in whole school approach.</p> <p>School and home “work together” to provide consistent support for the LAC.</p>	

8.3	<p>The school's Anti-bullying and Behaviour policies are flexible in their understanding of care issues and support early intervention.</p> <p>Carers are made aware of the school's Anti-bullying policy.</p>	<p>Escalating behaviour problems are prevented by advocating the use of a variety of support strategies (see section 7).</p> <p>"Issues" promptly dealt with to avoid escalation.</p>	
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Appendix 14: *Shropshire Virtual School "Model school policy – to promote the educational achievement and welfare of Looked After Children"*

9.	Transitions <ul style="list-style-type: none"> • <i>Planning for all transitions must be done in conjunction with the child or young person's ePEP.</i> • <i>The Virtual School Head should be contacted where a LAC has an "in year" change of school (See appendix 15A).</i> 		
	Practice Criterion	Impact Indicator	Evidence
9.1	Early Years to Reception There is a thorough preparation and a gradual staged introduction to new situations and circumstances. School consider any request for deferred entry to full time education for those reception aged children with a summer birthday; if deemed appropriate by the adult with parental responsibility. (See Appendix 15).	The young LAC feels safe, secure and begins to make progress in the new setting. Flexible arrangements put in place (where needed), to support the initial successful transition to school for identified 'very young' 4 year olds. Planning to be in place to ensure that the child joins the correct cohort at an appropriate stage.	
9.2	Primary to Secondary Education DT checks there is a named Secondary School allocated even though the LAC may be at a point of transition in care Placement. Flexible induction programme in place to facilitate additional visits to new school if required. Secondary DT invited to ePEP in Year 6 to plan for transition.	LAC has a Secondary School place LAC settles in new school, is familiar with building, routines and knows the DT. Any specific learning support is in place for the entry of the LAC to Secondary School.	

<p>9.3</p>	<p>Secondary to post 16 education (See appendix 16) Early and extra involvement with the school from Careers / IAG Service in readiness for the 14- 16 Transition in Year 9 for all LAC including those with an EHCP.</p> <p>With consent of the pupil the careers / IAG plan is shared to assist with post 16 planning.</p> <p>School staff in partnership with other professionals liaise with appropriate college staff with LAC's consent.</p> <p>Last Year 11 ePEP takes place within college environment where appropriate.</p> <p>Moving on Plans, Year 11 (EHCP), signed IAG/careers.</p>	<p>College clarifies and provides transition support for LAC students with additional needs.</p> <p>College provides transition support for LAC students with additional needs.</p> <p>Successful transition to college.</p> <p>LAC has information about appropriate courses available, and has appropriate support in for the application process.</p> <p>Appropriate information is communicated to colleges.</p> <p>LAC receives support to meet needs (See Appendix 16).</p>	
<p>9.4</p>	<p>In year move of school School maintain the LAC on roll until confirmed on new school roll.</p> <p>School moves are planned where possible using the ePEP process and there is a procedure in place to transfer information if the LAC changes school.</p> <p>If a move at KS4 is necessary: Agreement must be gained via the SW from a Team Manager and the VS Headteacher (See Appendix 17)</p>	<p>The LAC is always on a school roll.</p> <p>Receiving school is able to provide a smoother transition, identify, maintain and act on any barriers to learning to secure each LAC's progress.</p> <p>School ensures speedy transfer of data to new setting.</p> <p>All educational alternatives are carefully explored to avoid a move wherever possible.</p>	

	Every effort is made to provide a continuation of the KS4 programme of study for the LAC.	Stability of placement and academic progress is maintained wherever possible.	
9.5	<p>LAC ceases to be ‘Looked After’ and returns home or becomes adopted</p> <p>School continue to carefully monitor the child’s needs and progress (see Appendix 18).</p> <p>Meetings with parent to review progress and identify ongoing support.</p>	Support is continued to give the child the best possible chance of success.	

Appendix 15: *“Advice on the Education of Summer Born Children” July 2013*

Appendix 15 A *Promoting the education of looked after children – statutory guidance for LA July 2014 Pages 7 Paragraph 7*

Appendix 16: (i) *Shropshire F.E Protocol*

(ii) *“Promoting the Educational Achievement of Looked After Children” Statutory Guidance for Local Authorities 2014 pages 17-18 paragraph 45-46 ‘Supporting transitions from care’*

Appendix 17: *Shropshire LA “Key Decision sheet – change of school at KS4”*

Appendix 18: *“The Role & Responsibilities of the designated teacher for looked after children” Statutory guidance for school governing bodies 2009 page 30 ‘Adoption’*

10. Continual Professional Development (CPD)			
	Practice Criterion	Impact Indicator	Evidence
10.1	DT attends appropriate training offered by the LA. This is detailed in their Professional Development training record.	DT understands and acts on information related to LAC to ensure best possible school support is available.	
10.2	DT arranges awareness raising training for all identified school staff as appropriate, including where necessary, training provided by other agencies e.g. Educational Psychology Service, TAHMS, LAC Team.	<p>School staff understand the impact of early trauma and its effects on the lives of LAC.</p> <p>There is a consistent awareness and approach by staff to the specific needs of the individual LAC.</p> <p>Staff are equipped to support the day to day needs of those LAC with specific difficulties.</p> <p>School staff have received specific training by Educational Psychology Service, TAHMS, LAC Team.</p>	
10.3	All relevant training received by any school staff is recorded in the DT report to the Governing Body.	Governors informed and able to monitor the effectiveness of interventions related to LAC. Further school actions/training identified and put into place.	

Suggested School Actions

Section	Priority	Action Required	Action Owner	Timescales	Completion Date
1. Role of the Governing Body.	High Medium Low				
2. Leadership & Statutory responsibilities of the designated teacher.	High Medium Low				
3. Admissions for newly arrived LAC.	High Medium Low				
4. Implementation of the ePEP	High Medium Low				
5. Partnership Working	High Medium Low				

6. Teaching & Learning: Closing the attainment gap	High Medium Low				
7. Additional needs: (including Behaviour & Attendance, Exclusions, SEN)	High Medium Low				
8. School Policies	High Medium Low				
9. Transitions	High Medium Low				
10. Continued Professional Development (CPD)	High Medium Low				

Further Information – Shropshire Learning Gateway www.shropshirelg.net

Useful resources and external organisations

The Who Cares? Trust: <http://www.thewhocarestrust.org.uk/>

The National Children's Bureau: <http://www.ncb.org.uk/>

Attachment Aware Schools programme: a new partnership between Bath and North East Somerset Council and Bath Spa University:
<http://attachmentawareschools.com/>

Strength and Difficulties Questionnaire: <http://www.sdqinfo.com/>

The impact of virtual schools on the educational progress of looked after children (Ofsted report 2012):
<http://www.ofsted.gov.uk/resources/impact-of-virtual-schools-educational-progress-of-looked-after-children>

Education Matters in Care: A report by the independent cross-party inquiry into the educational attainment of looked after children in England:
http://www.thewhocarestrust.org.uk/data/files/Education_Matters_in_Care_September_2012.pdf

Framework and evaluation schedule for the inspection of services for children in need of help and protection, children looked after and care leavers (single inspection framework) and reviews of Local Safeguarding Children Boards: <http://www.ofsted.gov.uk/resources/framework-and-evaluation-schedule-for-inspection-of-services-for-children-need-of-help-and-protectio>

Looked after children: good practice in schools (Ofsted report 2008):
<http://www.ofsted.gov.uk/resources/looked-after-children-good-practice-schools>

Other DfE advice and statutory guidance

Care planning, placement and case review guidance:

<https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review>

Planning transition to adulthood for care leavers:

<https://www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers>

The IRO Handbook:

<https://www.gov.uk/government/publications/independent-reviewing-officers-handbook>

SEN and Disability Code of Practice 0 to 25: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Admissions Code:

<https://www.gov.uk/government/publications/school-admissions-code>

School exclusions guidance: <https://www.gov.uk/government/publications/school-exclusion>

Pupil premium conditions of grant:

<https://www.gov.uk/government/publications/pupil-premium-grant-2014-to-2015-conditions-of-grant>

Improving the attainment of looked after children in primary schools: <https://www.gov.uk/government/publications/improving-the-attainment-of-looked-after-children-in-primary-schools-guidance-for-schools> Improving the attainment of looked after children in secondary schools:

<https://www.gov.uk/government/publications/improving-the-attainment-of-looked-after-children-in-secondary-schools-guidance-for-schools>

Mental health and behaviour in schools: departmental advice:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Careers guidance and inspiration in schools:

<https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

Other DfE resources

Academy admission request form for looked after children:

<https://www.gov.uk/government/publications/academy-admission-request-form-for-looked-after-children>

Outcomes for looked after children by local authorities:

<https://www.gov.uk/government/publications/outcomes-for-children-looked-after-by-las-in-england>