

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	March 2022	Review date:	March 2024
Policy Owner:	CEO	Page: 1 of 4			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/>
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

Education of Looked after and Previously Looked After Children

Purpose

To ensure that children attending SUAT academies, through their education, enjoy and achieve, are healthy, stay safe, make a positive contribution and achieve economic well-being.

Roles and Responsibilities

Designated Teachers

The designated teachers for Looked after and previously looked after children (LAC) will act as their advocate and co-ordinate support for them as per statutory guidance 'The designated teacher for looked-after and previously looked-after children' DfE February 2018

[The designated teacher for looked after and previously looked after children DfE 2018](#)

If other parts of this role are delegated, we will clarify which parts and to whom, for all those who are involved with the child.

The Designated Teacher will:

- Know all the LAC at the respective academy and those who have recently left care e.g. through adoption, special guardianship, becoming 'relevant' or 'former relevant' [post 16] and who will therefore still need support
- Make sure the young person's voice is heard and responded to
- Promote a culture of high expectations and aspirations for the achievement of LAC
- Have sufficient up to date knowledge and training in the education, care and health [physical and psychological] needs of LAC within their respective school to be able to respond helpfully and proactively to these needs, support and challenge staff and seek support and advice from professionals when they reach the limits of their professional knowledge
- Ensure a full data set [achievement history, current and target levels and attendance] for LAC is recorded in the EHCP, tracked and monitored
- Ensure appropriate interventions and assessments are carried out so barriers to learning are overcome and record these in the EHCP
- Make sure that LAC are prioritised in support arrangements and that carers understand the importance of supporting learning at home
- Have lead responsibility for the development and implementation of the child's personal education health and care plan within their respective academy, ensuring that all LAC have an up to date high quality plan with multi agency support for SMART targets which will enable the child achieve their potential
- Work closely with other agencies, sharing information as appropriate
- Ensure that there are well supported plans for transitions including for a pathway into education, training and employment Post 16
- Attend training
- Keep the Local Academy Councils and the Senior Leadership Team up to date with the needs, issues and outcomes for LAC by including LAC as an agenda item for the termly meeting of the LAC

Staffordshire University Academies Trust		Trust Policy Document			
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Local Academy Council Members

Nominate an Academy Council Member who will:

- Ensure that the needs of LAC within the academy are taken into account at an Academy management level and to support the Designated Teachers
- Support the Designated teachers in carrying out their role by making time available and ensuring that they attend training on LAC
- Ensure that the needs and outcomes of LAC are incorporated in all policy decisions wherever relevant
- Ensure the Trust's work with LAC, in each academy, is reviewed at least annually by the Local Academy Council
- Attend training

Senior Leadership Teams

- Listen to and take account of the views of LAC
- Review regularly provision and outcomes for LAC
- Follow guidance/statutory guidance on admissions, exclusions etc
- Prioritise LAC in resource decisions and ensure that resources directly targeted at LAC [Pupil Premium, money for special needs etc.] are used directly for them
- Work with and support wider partnerships in providing the best possible educational provision and support for LAC at the Academies
- Ensure LAC have access to the best of what the Academies have to offer and that barriers to do with being in care which might make this difficult are overcome
- Promote multi agency working and a solution focused child centred approach
- Ensure the outcomes for LAC are tracked, monitored and appropriate interventions are put in place and included in the EHCP

Dealing with key challenges

Admissions

- We will act in accordance with the law and admissions codes as they apply to the SUAT Academies
- Work with the Local Authority and other authorities to plan for admissions, by ensuring that a 'pre-admission professionals [and if appropriate EHCP] meeting' is held and that support arrangements are in place
- Ensure the EHCP is reviewed within 28 days of admission

Access to appropriate curriculum

- LAC will have access to the best curriculum that we can offer. We will work proactively with others to ensure that the curriculum is developed to meet needs

Access to support for Special Needs

- We will work proactively to ensure children's needs are assessed early and their needs met
- Where this involves support or assessment from other agencies the Designated Teacher or person nominated by them will take the lead in ensuring that this is in place

Staffordshire University Academies Trust		Trust Policy Document			
Approved by:	Trust Board	Issue date:	March 2022	Review date:	March 2024
Policy Owner:	CEO	Page: 3 of 4			
Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	
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Preventing exclusion and improving attendance

- The Chair of the LAC and Virtual School will be informed of fixed term exclusions
- Where attendance is falling or low the academies will work with other agencies, including Education Welfare Officer, to address the underlying issues and ensure a plan is in the EHCP
- The academies will work, when necessary, with other agencies [including foster carer, social worker, psychology services] on prevention strategies. The academies will seek support in a timely manner according to the availability of resources [including from the Virtual PRU] if a pattern of exclusion is developing and ensure plans to address issues are in the EHCP
- Funding and resources already in the academy's budget to prevent exclusion [e.g. Pupil Premium] will be used for this purpose
- Our aim is to seek to never exclude a child in care
- Permanent exclusions will only occur when all other options have been exhausted or because of a one-off extreme incident
- Where a permanent exclusion can be anticipated because of a developing pattern of behaviour, alternatives will be explored before this occurs
- If there is a permanent exclusion or managed transfer, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement

Communication and Sharing information

- We will share attendance, exclusion, target setting, achievement data and plans where relevant
- In all cases where requests for information are received, we will adhere to statutory or agreed timescales

Multi-agency working

- We will work proactively with other agencies to meet the needs of LAC and will contribute to the development of these services through training

Supporting transitions and transition Post 16

- We will not change education placements without a multi-agency review of the EHCP and agreement by all those involved, unless in emergency, in which case a review of the EHCP will be held within 20 days
- The Designated Teacher from the next education placement – including designated tutor or equivalent in FE/VI College - will be invited to the professionals and EHCP meetings in the current placement. The Designated Teacher in the current placement will attend professionals and EHCP meetings in the new placement as requested and appropriate with other professionals as required
- From Year 9 onwards, a plan for further education, training and employment will be written into the EHCP

Working with LAs

- We will expect LAs to provide the same support for their LAC in our academies, as we do for our children, including planning, funding and support. This will include all the stipulations of this policy and a particular emphasis on:

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Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>

- Pre-planning for new education placements. Where there are issues, a pre-placement admissions meeting should be held with all professionals involved
- Continuing financial support
- Continuing professional support via the EHCP process