



## **1. INTRODUCTION**

Eagle House School (Mitcham) is an independent day school, which provides an appropriate education for primary-aged pupils who hold a Statement of Special Educational Needs or Education, Health & Care plan for an autism spectrum disorder and associated social and communication difficulties. This will include children and young people with moderate or severe learning difficulties.

We understand that children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. Looked After Children will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

The Directors of Eagle House School are committed to providing high quality education for all pupils including Looked After Children based on equality of access, opportunities and outcomes. It is nationally recognised that Looked After Children (LAC) are susceptible to significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty to safeguard Looked After Children and to promote their educational achievements, health and well being in order to ensure they are able to achieve and reach their full potential.

This policy adheres to all current statutory guidance for local authorities on promoting the education, health and well being of Looked After Children.

The Head of Education is responsible for ensuring that this Policy is implemented, that all school personnel and parents/carers are aware of and comply with it and that all staff receive relevant training with regard to their responsibilities within it.

## **2. AIMS OF THE POLICY**

The aim of this policy is to ensure that all Looked After Children are able to achieve and reach their full potential by promoting their educational achievements, health and well being.

The school will achieve this by:

- ensuring that school policies and procedures are followed for Looked After Children as for all children
- ensuring that all Looked After Children have access to a broad, balanced and relevant curriculum
- providing a differentiated curriculum appropriate to the individual's needs, ability and interests of each pupil
- ensuring that Looked After Children are fully included in all school activities
- ensuring that carers and social workers of Looked After Children are kept fully informed of their child's progress and attainment

- ensuring that Looked After Children are involved, where possible, in decisions affecting their future provision and aspirations

### 3. SUPPORT FOR LOOKED AFTER CHILDREN WITHIN EAGLE HOUSE SCHOOL (MITCHAM)

**The Designated Teacher for Looked After Children is: Sara Roditi- Gibbens.** The Designated Teacher, in liaison with the Head of Education will ensure that:

- procedures are in place to monitor and track the admissions, attendance, exclusions, progress, behaviour and support of all Looked After Children
- the school monitors the effectiveness of this policy
- they know the identity of all Looked After Children in the school
- attendance figures for Looked After Children are regularly compared to those of other pupils with a view to improving these if relevant
- the level of any fixed term exclusions and truancies are regularly compared to those of other pupils with a view to reducing these if relevant
- the number of complaints pertaining to Looked After Children and their family/carers are monitored on a regular basis with a view to reducing these if relevant
- they know the destinations of Looked After Children when they leave the school
- all Looked After Children and their carers receive a positive and smooth induction into the school
- strong and positive home/school relationships for all Looked After Children are established and maintained
- Looked After Children are included in all areas of school life
- Looked After Children are not bullied in any form by actively monitoring and preventing bullying and raising awareness through the school's anti-bullying policy
- there is a climate of acceptance and that negative stereotypes are always challenged
- all Looked After Children receive the necessary support within the school
- strong links are established with the Virtual Head teacher and all other agencies involved with Looked After Children and that they work pro-actively to ensure that each looked after child has a current Personal Education Plan in place
- urgent multi agency meetings are convened in a timely manner where a Looked After Child is experiencing difficulties or at risk of exclusion
- procedures are in place to provide confidentiality and discretion for all Looked After Children when addressing their care status and that there is sensitivity to the background of children who are looked after, especially surrounding work on family issues
- academic progress, attendance and behaviour are tracked and assessed on a regular basis and that appropriate support is given to improve outcomes in these areas where

necessary

- all Looked After Children access a balanced and broadly based education which prepares them for their future education and life pathways
- recording and improving the academic achievement of all Looked After Children is a priority
- all information is transferred quickly and efficiently when Looked After Children move to another school or phase
- staff receive appropriate training, support and guidance on how best to work with Looked After Children and their families

#### **4. PERSONAL EDUCATION PLANS**

Each Looked After Child will have a Personal Education Plan (PEP), which their social worker or the Local Authority's Virtual Head teacher has lead responsibility for developing. The school recognizes the importance of its role in developing such plans and will ensure that at least one member of staff who knows the child well, attends all meetings to establish and subsequently review each PEP and that All other relevant staff are able to contribute in writing as appropriate. The PEP will consider:

- the child's strengths and weaknesses/areas for development
- interests, both in and out of school
- developmental, educational, health and pastoral needs
- future plans and aspirations and how these can be supported and developed
- issues arising for the child
- how the Pupil Premium (if received by the school) is being effectively used to support the child's education
- relevant targets to be addressed and reviewed at the subsequent PEP meeting

#### **5. POLICY REVIEW**

It is the responsibility of the Head of Education supported by the other members of the school's Senior Leadership Team to monitor this policy. It should be reviewed annually or when new legislation is published. The Head of Education reports on Eagle House School (Mitcham) matters to the Executive Headteacher and in turn to the CEO/Directors.

#### **6. RELATED POLICIES AND DOCUMENTATION**

- ❖ Safeguarding and Promoting the Welfare of Children Policy
- ❖ Attendance Policy
- ❖ Pupil Premium Policy
- ❖ Equality Policy

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