



1. INTRODUCTION

Eagle House School (Sutton) is an independent day school which provides an appropriate education for secondary-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 (whether under voluntary arrangements with consent of parents or on an interim or full care order) 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).

We are committed to providing quality education for all our pupils, including looked after children. 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, to promote their educational achievements and to ensure they are able to achieve and reach their full potential, as supported by the Children and Families Act 2014.

2. AIMS OF THE POLICY

It is our aim to promote the educational achievements of looked after children by ensuring they are able to achieve and reach their full potential.

The Head of Education will ensure that the Looked After Children Policy is implemented and that all school personnel and parents/carers are aware of and comply with this policy, and that all staff receive relevant training and are aware of their responsibilities.

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

The Designated Teacher for looked after children is: Yvonne Gabriel, Deputy Head of Education/ Designated Safeguarding Lead.

The Designated Teacher will serve as the contact person for Social Services and the Local Authority Education Department. She will ensure that:

- monitoring and tracking procedures are in place to monitor admissions, attendance, exclusions, progress, behaviour and support of looked after children
- the school monitors the effectiveness of this policy and be aware of:
 - the number of looked after children in the school
 - attendance figures compared to other pupils (with a view to increasing these if relevant)
 - the level of any fixed term exclusions and trancies compared to other pupils (with a view to reducing these if relevant)

- the number of complaints pertaining to the looked after child and their family/carers (with a view to reducing these if relevant)
- the destinations of looked after children pupils 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 are in place
- 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 by raising awareness through the school's anti-bullying policy
- there is a climate of acceptance and will challenge negative stereotypes
- all looked after children receive the necessary support within the school
- strong links are in place with all agencies dealing with looked after children, ensuring that each looked after child has a current Personal Education Plan in place
- urgent multi agency meetings will be convened if a looked after child is experiencing difficulties or at risk of exclusion
- procedures are in place to provide confidentiality for all looked after children and ensure discretion when addressing a child's care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family
- ensure access to a balanced and broadly based education to all looked after children
- prioritise recording and improving the academic achievement of all looked after children
- all information is transferred quickly and efficiently when Looked after children move to another school or phase
- the rest of the staff are supported and provided with appropriate training for their work with looked after children
- they play an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children

4. PERSONAL EDUCATION PLANS

Each looked after child will have a care plan drawn up by the local authority which looks after them. The care plan includes a Personal Education Plan (PEP), which their social worker or the Local Authority's Virtual Head Teacher will take the lead in developing. However, the school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this. Other staff will contribute in writing as appropriate.

The PEP will consider:

- the child's strengths and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans and how these can be supported
- issues arising for the child
- it will also identify targets that will be reviewed during the next 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 (Sutton) matters to the CEO/Directors.

6. RELATED POLICIES AND DOCUMENTATION

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

Document:	Looked After Children (LAC) Policy
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