



The MAST Academy Trust

Policy	Policy for children who are looked after	
Owner	Safeguarding and SEND Lead	
Date approved	27 th February 2024	
Approver	Education & People Committee	

Current version	V4.0
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Next review due	Spring 2025
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Objective of Policy

The MAST Academy Trust aims to maximise the opportunity for every pupil to succeed. Children and young people who are looked after by the local authorities are one of the groups most likely to under achieve nationally and as a group of schools we are committed to supporting looked after pupils to achieve their potential alongside other pupils.

Version Control	
Version Number	Summary of amends from previous version
1.0	Development of Trust wide policy
2.0	Annual review. Update to responsibilities table on page 3.
3.0	Annual review. Update to responsibilities table on page 3.

Sign off requirements	
Approvers	Position
Education & People Committee	Trust Board
Reviewers	Position
Natasha Greenough	CEO
Gill Senior	Safeguarding Lead
Liz Godman	Trustee

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Responsibility within school:

School name	Designated Teacher	Nominated Governor	Headteacher
Birdsedge First	Donna Waddington	Sian Hyett-Allen	Donna Waddington
Kirkburton Middle	Adam Lawlor	Liz Godman	Chris Taylor
Shelley First	Liz McLoughlin	Julia Moorhouse	Liz McLoughlin
Scissett Middle	Rachel Onnis	Liz Godman	Chris Taylor
Scholes Junior & Infant	Andrew Hancox	Peter Ward	Andrew Hancox

1.0 Aims

- To work together with the LA, Virtual School, social services, parents and carers to ensure that the children's needs are met.
- To contribute to the provision of a successful and integrated service for children who are looked after by the local authority.
- To promote regular school attendance, inclusion, health and well-being.
- To ensure that children who are looked after have equality of opportunity in school, including high expectations, and that stereotypes are challenged, enabling them to access, experience and benefit from education in the normal way alongside their peers.
- To comply with the national and LA guidelines on the education of looked after children and young people.

2.0 Objectives

- Identify a designated teacher in each school to co-ordinate the education of looked after children and act as a link to other agencies.
- Ensure that staff are aware of any looked after children in school, and know who their carer is, making sure that the child's voice is heard.
- Liaise effectively with other agencies involved with the child and in review meetings to promote stability and continuity.
- Ensure that records and plans are kept and maintained appropriately.
- Provide relevant information to the governing body, via the link governor for looked after children.
- Secure relative training and sufficient time for the designated teacher, or others as appropriate to ensure that the school can meet the needs of looked after children.

3.0 Definitions

Under the Children Act 1989, a child is looked after by the local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. Looked after children fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents
- Children who are the subject of a care order or interim care order
- Children who are the subjects of emergency orders for their protection
- Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residential requirement.

Previously looked after children are those who immediately after being in care became subject of an adoption order, child arrangements order or special guardianship order.

4.0 Looked After Children entitlement

In accordance with LA guidance our looked after children are entitled to:

Information

- A clear expectation of the roles and responsibilities of professionals involved.
- A copy of the education plan if this is appropriate to their age and understanding.
- Information about where they can go for support and advice.

Respect

- An assurance of the greatest possible confidentiality.
- Equal and appropriate treatment, at school and home.
- Recognition of their achievement.

Support

- High expectations from adults.
- Appropriate educational support in school.
- Appropriate educational support at home.

Access

- To a broad and balanced curriculum.
- Opportunities to make decisions about their education.
- Opportunities outside school to develop sporting, creative, social and artistic interests.

In accordance with local authority guidelines, the following roles and responsibilities will be allocated in each school.

5.0 The Trust Board and Local Governing Body

- Ensure that this policy is implemented, and that trustees and governors are aware of legal requirements and guidance.
- Ensure there is a designated teacher to promote educational achievement of children who are looked after in each of the trust's schools and that this teacher undertakes appropriate training.
- Nominate a governor to maintain interest in the well-being of looked after children, liaise with the designated teacher and report back periodically to the governing body – this will likely be the member of the governing body who also has responsibility for safeguarding.
- Monitor to ensure relevant training, resources and time are available for appropriate members of staff.

6.0 The headteacher

- Ensure that procedures are in place to monitor admission, progress, attendance and any exclusions of looked after children and take action where attainment, behaviour or attendance is causing concern.
- Report on the attainment, behaviour and attendance of looked after children, tracking their results and the support they have received.
- Ensure staff receive relevant training and are aware of their responsibilities.
- Ensure the policy is reviewed annually.

7.0 The designated teacher

The designated teacher will fulfil their responsibility to the looked after children through:

- Liaison with the headteacher, SENCO, foster carer or other agency workers as requested to ensure a coherent approach.
- Be aware of the care plan for each child.
- Contribute to the development and maintenance of the ePep (online personal education plan) in partnership with the Virtual School, based on accurate assessment of any specific needs.
- Know who has parental responsibility for the child.
- Know who the primary carers are.
- Ensure that information is provided to those who are entitled to receive it.
- Work sensitively with information (specific to each child) to ensure that looked after children are not exposed to inappropriate or intrusive attention from staff or pupils.
- Establish good relationships and lines of communication with key workers and foster carers.
- Contribute to or attend meetings as requested.
- Maintain an overview of the experiences and education of the child.
- Participate in the appropriate training to develop the skills and knowledge needed to support the looked after child.
- Provide accurate and current data to the virtual school for each looked after pupil.
- Use allocated pupil premium funding for looked after children to promote their progress and monitor its impact.
- Promote enrichment opportunities for each looked after child to ensure they have equality of access both in and outside of the curriculum.
- Feed back to SLT regularly on the progress and well-being of looked after children in each school setting.
- Liaise with other designated teachers at key points of transition.

8.0 All staff

- Have high aspirations for the educational and personal achievement of looked after children.
- Maintain looked after children's confidentiality and ensure they are supported sensitively.
- Respond promptly to the designated teacher's requests for information.
- Work to enable looked after children to achieve stability and success within school.
- Promote the self-esteem of all looked after children.
- Have an understanding of the key issues that affect the learning of looked after children.

9.0 Linked legislation, guidance and trust policies

Linked legislation and guidance

- The Local Authority's duty under Section 52 of the Children Act 2004 to promote the educational achievement of looked after children. The Education (Admission of Looked After Children) (England) Regulations 2006
- Children and Young Person's Act 2008
- Promoting the education of looked after children and previously looked after children – DfE statutory guidance (February 2018)

Related policies

- Admissions
- School Code of Conduct
- Anti-bullying policy
- Equalities statement
- Behaviour policy
- Safeguarding children policy
- Special educational needs policy
- Pupil premium strategy