



TIMU
ACADEMY
TRUST

Policy Document for: Looked After Children

Approved: July 2015, reviewed July 2018

Due for Review: July 2021

Aims and objectives

Our objectives

The Timu Academy Trust seeks to promote the educational achievement and welfare of looked-after children.

Our schools' approach to supporting the educational achievement of LAC is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and well-being.
- Reducing exclusions and promoting stability.
- Working in partnerships with carers, social workers, the VSK and other professionals.

The aims of the school with relation to LAC

- To work closely with the VSK to ensure the best possible educational outcomes for LAC.
- To ensure that all policies and procedures are followed for LAC as for all children and young people.
- To ensure that LAC have access to a broad and balanced curriculum.
- Within the PEP, to provide a differentiated curriculum and additional interventions as required appropriate to the individual's needs and ability.
- To ensure that LAC take as full a part as possible in all school activities.
- To ensure that parents, carers and social workers of LAC are kept fully informed of their child's progress and attainment.
- To ensure that LAC are involved, where practicable, in decisions affecting their future provision.

Application of the policy

- It is important that admissions criteria should not discriminate against LAC.
- This policy recognises that all pupils, especially LAC, need teaching that is fully inclusive.
- The Trustees and Local Governors will ensure that the school allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy.
- It is vital that the schools assess each LAC's attainment on entry to ensure continuity of learning.
- The schools will monitor and track the achievement and attainment of LAC (and all other pupils) at regular intervals through PEP meetings. LAC will require their care plan to be reviewed, according to their needs, as initiated by the LA. The young person's views should be sought by the designated teacher and noted on the care plan.
- The schools will try not to exclude LAC, but when necessary will exclude in line with the trust's exclusions policy, always being mindful of the difficulties this may create in the care placement.
- The designated teacher must know who are all the LAC and will have access to their relevant contact details. The designated teacher will also know about any LAC from other authorities.
- Staff will be encouraged to attend courses that help them to acquire the skills needed to support LAC. The designated teacher will develop staff awareness of issues associated with LAC.
- The Kent Virtual School will deliver attachment training to teachers and teaching assistants.
- The schools believe firmly in developing a strong partnership with parents, carers and care workers to enable LAC to achieve their potential. Review meetings can be used to further these links.
- The Trust also recognises the important contribution that external support services make in supporting LAC.
- The schools will ensure that LAC have equal access in respect of:
 - Admission to school.
 - National curriculum and examinations, both academic and vocational.
 - Out of school learning and extra-curricular activities.
 - Work experience and careers guidance.

Designated teacher for LAC – Tim Harwood, Iwade; Katrine Stewart, Bobbing