St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY

EMMAUS
CATHOLIC ACADEMY TRUST

DIOCESE OF SALFORD

Looked After Children (LAC) Policy

Reviewed:
February 2026

To be reviewed:
February 2028

We Pray
We Care
We Achieve

MISSION Statement

St. Matthew's
Roman Catholic High School

All policies and procedures are underpinned by our School Mission Statement:

WE PRAY

As a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.

WE CARE

For everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.

WE ACHIEVE

The best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.

We Pray · We Care · We Achieve

Policy

All policies and procedures are underpinned by our School Mission Statement;

- We pray as a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.
- We care for everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.
- We achieve the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.

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Rationale

The number of Looked After Children attending St. Matthew's High School fluctuates annually but the majority of these students enter through the transition process at Year 7. It is essential that these children are supported throughout their school career and that provision is made for their needs as they arise to help them achieve their true potential.

The Children Act 2004 aims to secure the five outcomes that matter to all children: being healthy, staying safe, enjoying and achieving, making a positive contribution to society and achieving economic well-being.

In order to achieve these outcomes and in **fulfilment of St. Matthew's Mission Statement**, we aim to demonstrate the strongest commitment to helping every Looked after Child achieve the highest educational standards and participation he or she possibly can. In order to make this possible we have a duty to:

- Help Looked After Children achieve educational outcomes as good as their peers;
- Have clear procedures and protocols which encourage looked after children to have high expectations of themselves and to achieve their true potential;
- Monitor, plan and record the educational progress, school attendance and behaviour of looked after children;
- Set appropriate and achievable targets for educational improvement;
- Have available the necessary support for the emotional/mental/physical needs of looked after children;
- Monitor and track the spending of the pupil premium money – ensuring that it is used in the best interests for the academic progress of each student;
- Liaise with the appropriate agencies if and when concerns are raised;
- Celebrate the achievement of our looked after children;
- Offer and provide advice for post 16 education or work;

Admission

- "Students will be identified by cluster primaries at transition and a visit by the Director/Head of Year or Assistant Headteacher (Transition) to the school to meet the child and have discussions with the Designated Teacher of the primary school. The Director/Head of Year will attend the final review meeting in the primary school before the move to St. Matthew's to ensure a thorough handover takes place and a smooth transition for the young person." Students arriving mid-term will be highlighted by the admissions officer.
- A Personal Education Plan (PEP) will be drawn up within the first term of admission for those students in Year 7, and within 4 weeks of a student joining the school mid-term.
- The social worker and/or relevant professionals will be contacted as soon as possible to ensure communication and collaboration are achieved.

Personal Education Plans

The Personal Education Plan is a celebration of where children/young people are and an indicator as to what they need to do to move on.

The Social Exclusion Unit Report (Sept '03) is unequivocal about the central importance of the PEP and the allocation of roles and responsibilities:

- *Every school age child in care should have a PEP drawn up as part of the care planning process. The process of agreeing the PEP should be the central mechanism for making and recording decisions about a child's education and development. It should cover schooling or an alternative, as well as extra-curricular activities. It should be completed by the child's social worker in consultation with the child and the teacher within 20 school days of the young person entering care or joining a new school, and be regularly reviewed*
- *PEP reviews allow social workers and teachers to find out what children want from their education, and for children to raise issues that are affecting their education such as bullying….(para 5.10)*
- *If the child is placed and educated outside their local authority, the child's social worker from the home authority retains responsibility for the PEP, but has to complete it in conjunction with the child, carers and teachers in the new authority…(para 5.12)*
- *Independent Reviewing Officers will have an important role in supporting children's education by ensuring that PEPs are completed with inputs from all relevant individuals, that appropriate targets are set and progress is being made, and that necessary support is being provided…(para 9.19)*

It is the responsibility of the Designated LAC teacher (or named person eg: Head of Year) to ensure that a Personal Education Plan for each looked after child within school has been completed.

The purpose of the plan is to:

- Incorporate education into Care plans;
- Determine roles and responsibilities;
- Ensure communication between agencies;
- Plan school transition;
- Contribute to stability, therefore minimising disruption and broken schooling;
- Celebrate attainment and achievement;
- Consult the young person about their preferred out-of-school activities;
- Identify short- and long-term targets and aspirations;
- Set individual targets for each young person;
- Signal any additional and/or special needs;
- Access appropriate services and support;
- Provide a record of progress;
- Involve the young person in their education;
- Set time scales for action and review;
- Identify the areas on which the pupil premium money is spent

It is vital for the student to be aware of their education and progress and the plan should:

- Include subject targets as well as extra-curricular activities;
- Include an attendance target;
- Include a statement of Special Educational Needs for students with SEN;
- Refer to short and long-term targets for the student;
- Ensure that targets are appropriate and challenging;
- Be regularly reviewed;
- Present the opportunity for the child to raise issues that may be affecting their education such as bullying;
- Be held in a non-threatening environment within school.

Copies of the PEP will go to all relevant professionals, the student and to key staff in school.

The Role of the LAC Designated Person(s)

The main role of this person(s) is:

- To maintain contact with the children in care within the school;
- To monitor the progress of the students and to offer additional support when necessary;
- To prepare the necessary documentation for reviews;
- To ensure the completion of the students' Personal Education Plans;
- To attend reviews or delegate this;
- To report to the Head teacher and the SLT the progress of Looked After Children within school;
- To liaise with parents and/or carers;
- To liaise with the relevant agencies;
- To monitor students' attendance and liaise with the Attendance Team if concerns arise;
- To monitor and track the spending of the pupil premium money;
- To liaise, when necessary, with support staff;
- To liaise with the designated LAC Governor;
- To liaise with the Looked After Team working within the Authority;
- To attend relevant training and provide training for other members of staff involved in the process.

Any member of staff having concerns regarding a looked after child should consult with the relevant Director of Year, Head of Year, Student Welfare Leader or Mrs A Lennon (Designated LAC teacher).

It should be remembered that information about individual children must remain confidential.

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