

Looked After Children (LAC) Policy (also known as CLA – Child Looked After)

Statement

Halesowen College is committed to developing its policies and processes to support all vulnerable learners and to enhance their experience, development and progression opportunities. The College believes in opportunity for all and constantly strives to remove barriers for learners who may have learning difficulties and/or disabilities, or been subject to negative life experiences; social, emotional and educational. This policy relates specifically to learners who are looked after children (LAC) also known as Child Looked After (CLA), care leavers (CL) and young carers (YC). Halesowen College has established a strong position from which to fulfil its responsibilities to prepare students to fully participate in training and education programmes to enable them to compete in the global marketplace and maximise their success in their future working lives.

The College has developed strong relationships with its neighbouring Local Authorities. This expresses the commitment to working together. As partners we endeavour to ensure that Young People in Care and Care Leavers achieve the best possible outcomes in post-16 education and training.

This policy will support the engagement, admission, support and progression of LAC/CLA/CL/YCs, whilst developing a consistent approach across all college campuses and their local councils. It is hoped that this focused approach will provide these learners with an excellent learning experience whilst studying at the College, as well as providing them with the confidence and motivation to succeed in their lifelong learning and wider life experiences.

College Responsibilities

The College vision for LAC/CLA/CL/YCs is to provide them with the necessary support and guidance to achieve an equality of opportunity, so that they are able to achieve and progress to further/higher education, apprenticeships and/or training as well as preparation for wider life experiences.

In order to provide LAC/CLA/CL/YCs with an equal opportunity, there is a need to identify them at the earliest opportunity in order to provide them with a tailored experience from pre-entry guidance through to post-college progression. Therefore, the College aims to provide the following support to all LAC/CLA/CL/YCs :

- Ensure activities are accessible, eg taster days, open days, information events and interviews which are not a barrier to participation.
- Encourage access to FE/HE and include them as a specific target group.
- Provide impartial pre-entry guidance on FE/HE.
- The Designated Safeguarding Lead ('Virtual Head Teacher' – a legal term for the person who has responsibility for LACs) will have a lead responsibility to act as a key point of contact and advisor for LAC/CLA/CL/YCs, to co-ordinate support prior to and on entry, as well as throughout the learning programme, in accordance with the Personal Coach Strategy.

- Ensure early identification of applicants and establish contact with them as appropriate.
- Ensure information on the full range of support offered to LAC/CLA/CL/YCs is readily available and easily accessible (financial, welfare and academic).
- Where appropriate offer flexible application arrangements and interviews.
- Ensure that the individual's circumstances and views are reflected in the support offered to them and assistance with their application to College.
- Provide impartial progression guidance relating to further study (eg FE to HE), or progression routes into employment and to support transition to higher education or employment.

THE PROCESS: SUCCESSFUL ENGAGEMENT, ADMISSIONS AND COMPLETION for LAC/CL/YCs

Beneficiaries	Actions
Learners (and their Carers)	<ul style="list-style-type: none"> ■ Learners will receive early support and guidance, eg IAG, targeted support, informal tour of the campus, transition meetings ■ Familiarisation with College expectations eg attendance, commitment, behaviour, progression opportunities ■ Provision of information regarding Safeguarding/Wellbeing, support, contact names/faces
Staff	<ul style="list-style-type: none"> ■ A designated person (Designated Safeguarding Lead) is the first point of contact for all LAC/CLA/CL/YCs ■ Tutors are aware of learners support needs at an early stage so they can be actioned. The Personal Education Plan (PEP) can be reviewed every six months or sooner if there is a problem. This includes updating actions on the EBS central system and STaRS ■ Tutors to be made aware of any issues in past education that may affect learning, behaviour or attendance, which will require intervention strategies, eg advocacy, targeted support, early one to one meetings ■ Tutors to inform the Designated Safeguarding Lead and the key worker/carers, in the case of disciplinary or personal problems and not to permanently exclude a student without informing these contacts
The College	<ul style="list-style-type: none"> ■ College provides early interventions regarding poor attendance, behaviour, and study issues ■ Improved outcomes, ie successful completions, progress to further study, training and/or employment, as well as learner experience, are reported to the College Leadership Team

Review

Reviewed/Approved	By	Date	Review Date
Updated by	Mandy Davis	August 2018	August 2019
Reviewed by	CLT	September 2018	