



CReATIVE Education Provision

IWYS – Alternative Provision Privacy Notice For Look After Children

Reviewed by	Charmaine Baines	Review Cycle	Annual
Last Review	January 2026	Next Review Date	January 2027

Introduction

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. We believe that IWYS - Alternative Provision has a major part to play in ensuring that Looked After Children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals by providing a positive, safe and stimulating environment where all are included, and achievements are celebrated.

IWYS - Alternative Provision believes that in partnership with multi - agencies and the Local Authority, we have a special duty to safeguard and promote the education of Looked After Children.

Definitions

Looked After Children (LAC) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order but are accommodated by the LA under an agreement with their parents or respite care.

Previously - Looked After Children (PLAC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

AIMS

- ensure confidentiality for individual children and only share personal information on a need-to-know basis.
- provide written information to assist planning/review meetings and ensure attendance as far as possible.
- ensure that the child and carer(s) receive early notification of meetings, parents evenings and other events To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our looked after children and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
- To ensure that school policies and procedures are followed for LAC as for all children.
- To work with the Virtual School and ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment.

To fulfil our role as corporate parents to promote and support the education of our Looked After Children, by asking the question, **‘Would this be good enough for my child?’**

Our provisions approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion
- Raising aspiration
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

IN PURSUIT OF THIS POLICY, WE WILL

- Nominate a Designated Teacher for Looked After Children who will act as their advocate and coordinate support for them.
- Ensure that the needs of Looked After Children in IWYS - Alternative Provision are taken into account
- Make time available and ensuring that the Designated Lead attends training on Looked After Children.
- Work closely with the Virtual School and Social Care in the best interests of LAC and in completion of the Personal Education Plan (PEP).

The role and responsibilities of the designated teacher for looked after children

Designated Teacher (DT)

The role became statutory in September 2009 under the Children and Young Persons’ Act 2008 (the 2008 Act). The Designated Teacher must be a qualified teacher or a member of staff. Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC. They need to be able to influence decisions about the teaching and learning of these children.

DT Responsibilities:

- Knowing who all the LAC are in the provision and ensuring that availability of all relevant details from school record-keeping systems as required.
- Attending relevant training about LAC and acting as the key liaison professional for other agencies and carers in relation to LAC.
- Promoting a culture of high expectations and aspirations for how LAC should learn.
- Helping IWYS staff understand the issues that affect the learning of LAC such as differentiated teaching strategies appropriate for individual children and in making full use of AfL.

- Making sure that LAC are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for LAC.
- Ensuring any LAC new to the IWYS are welcomed positively and assessed when they start at IWYS to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Developing personalised learning packages for LAC in conjunction with the relevant teaching staff.
- Ensuring that the LAC in their school have a voice in setting learning targets for themselves.
- Championing for LAC.
- Leading on developing and implementing the PEP within IWYS - Alternative Provision.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- Liaising with the Virtual School in all aspects of the LAC progress and support.
- Convening urgent multi-agency meetings if a LAC is experiencing difficulties or is at risk of exclusion.
- Arranging for a mentor or key worker to whom the young person can talk to. Arranging for the LAC to be supported by their peers.
- Producing **at least one** annual report to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of LAC, how the DT works in partnership with the LA, training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.
- Promoting good home-school links and the importance of education as a way of improving life chances for LAC.
- Ensuring that, where IWYS - Alternative Provision has concerns about a child's behaviour, the Virtual School is informed at the earliest opportunity and additional support is provided to prevent exclusion, which would only be used as absolute last resort.

IWYS - Alternative Provision will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, to ensure that they achieve to the highest level possible.

For more information, please see:

[Promoting the Education of Looked After Children](#)

[NSPCC Looked After Children](#)

[The Virtual School – Stoke-on-Trent](#)

[Children looked after return: guide to submitting data - GOV.UK](#)

[North Staffordshire Combined Healthcare Looked After Children Service](#)