



Willenhall Community Primary School

Looked After Children policy

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1. Rationale

Willenhall Community Primary School is committed to providing quality education for all of its students based on equality of access, opportunity and outcomes. Despite having as broad a range of abilities as their peers, Looked After Children (LAC) are particularly vulnerable to underachievement. Nationally, LAC significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances.

This policy includes requirements set out in ‘Promoting the education of looked after (LAC) and previously looked after children’ 2018, and ‘The designated teacher for LAC and previously LAC Children (PLAC)’ 2009.

Willenhall Community Primary School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every Looked After Child can be successful. We believe that this school has a major part to play in ensuring that LAC are able to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

2. Definition

Under the Children Act 1989, a child is legally defined as ‘LAC’ by a local authority if he or she:

- is provided with accommodation for a continuous period of more than 24 hours.
- is subject to a care order.
- is subject to a placement order.

PLAC children are those who:

- are no longer LAC by a local authority in England and Wales (as defined by

the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or

- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

3. Responsibility of the Head teacher

- To identify a Designated Teacher for Looked After Children, whose role is set out below.
- It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- To ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is below expectations.
- To report on the progress, attendance and conduct of Looked After Children to all parties involved.
- To ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

4. Role and Responsibility of the Designated Teacher

- To be a central point of initial contact within the school.
- To lead in promoting the educational achievement of every LAC and PLAC child on roll.
- To take lead responsibility for ensuring school staff understand circumstances which can affect how LAC and PLAC children learn.
- To ensure that there is effective induction for LAC and PLAC children new to school and new to care.
- To ensure that transitions to the next phase of a child's education are supported effectively.
- To ensure that there are no barriers to LAC children or PLAC accessing the general activities and experiences the school offers to all of its pupils.
- To be a source of advice for teachers regarding appropriate differentiation.
- To work directly with LAC and PLAC children and their carers, parents or guardians to:
 1. Promote good home-school links.
 2. Support progress by paying particular attention to effective communication with carers, parents or guardians.
 3. Encourage high aspirations and working with the child to plan for their future success and fulfilment.
- To work alongside the SAW team in the development and implementation of LAC children's PEP within school.
- To work closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding LAC and PLAC children are

quickly and effectively responded to.

5. Role and Responsibility of All Staff

- As with all pupils, have high aspirations for the educational and personal achievement of LAC.
- To positively promote the self-esteem of LAC.
- To ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- To provide a supportive climate to enable a child in public care to achieve stability within the school setting.
- To respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.

6. Responsibility of the Governing Body

- To ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children:
- The Education (Admission of Looked After Children England) Regulations 2006. Relevant DfE Guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- To ensure that the school has an overview of the needs and progress of all LAC.
- To allocate resources to meet the needs of LAC.
- To ensure the school's other policies and procedures support their needs.
- To ensure the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out their responsibilities as stated.
- Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of LAC are recognised and met.
- Receive a termly report setting out:
 - a. the number of LAC on role (if any).
 - b. the quality of PEPs graded by the local authority
 - c. their teacher assessments
 - d. the number of fixed term and permanent exclusions
 - e. Information regarding what the PP+ funding has been used for.
 - f. Any additional training that has been accessed by the lead teacher

The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

7. Confidentiality

The Designated Teacher will keep an up-to-date record of LAC in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan (PEP) will be initiated within 20 school days of the LAC starting school or being taken into care and will be reviewed regularly or as

necessary to meet the needs of the LAC. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.

It is vital that the LAC is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Further information can be found in relevant Data Protection policies.

8. Exclusions

We recognise that LAC can be particularly vulnerable to exclusions. Where a LAC is at risk of exclusion, the school will try every practicable means to keep the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the pupil to discuss strategies to minimise the risk of exclusion.

The pupil's PEP will reflect strategies to support them and, where relevant, those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and alternative educational packages to prevent an exclusion from happening.

Please refer to our [Behaviour Policy](#) for more information.

9. Staff development and training

Arrangements will be made to ensure the Designated Teacher is kept up-to-date with developments relating to the education and attainment of Looked After Children.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with LAC, including those who are underachieving or at risk of underachieving or who have additional needs.

10. Home-School Liaison

We recognise the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable LAC to achieve their potential.

In addition to Parent Meetings, PEP and Care Plan and Transition meetings, we keep regular contact with carers through phone calls and face-to-face conversations.

11. Links with Other Agencies

The school recognises the value of working together with other agencies and

organisations and will work closely with colleagues from services involved with the LAC including but not limited to: Social Care Teams; Educational Psychologist; Health Services, CAMHS; Youth Offending Teams and therapists.

12. Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.