



Inspiring All to Excellence



Dosthill Primary Academy

Looked After Children Policy

Document Control

Document Title	LAC Policy
Effective Date	Spring 2023
Review Date	Spring 2024
Policy Owner	Sonia Burke
Policy Approver	Interim Academy Board

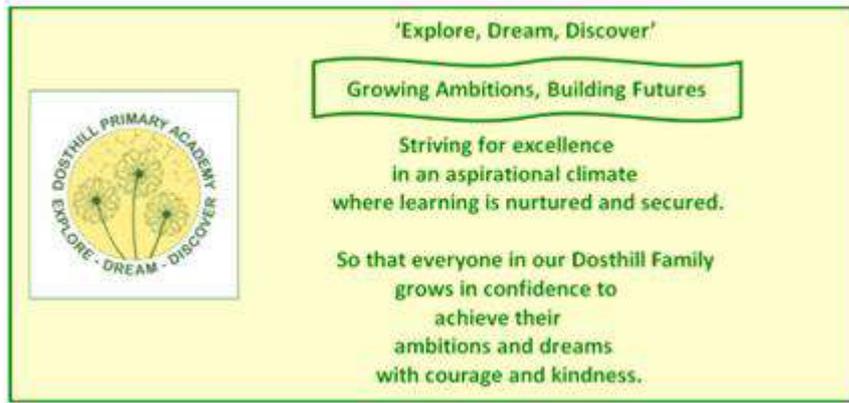
Version Control

Version	Date	Amended by	Comments
3	Summer 21	N Roadway	<i>P5 The name of the Governor with responsibility for Looked After Children is Joanne Smith</i>
4	Spring 2023	S Burke	Name of the person responsible for Looked After Child is changed throughout the policy to Mrs Sonia Burke.

Section	Changes Made

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school:



Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:



Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Definition

Children are described as 'looked after' if they have a care order or if they are accommodated on a voluntary basis by the Local Authority.

Objective

To promote the educational achievement and welfare of Looked After Children.

The Role of the Designated Teacher for Looked After Children

Mrs S Burke, is the Designated Teacher for Looked After Children. Her role is:

Within School Systems:

- to maintain an up to date register of Looked After Children detailing their names, the name of the Local Authority (LA) responsible for their care, the dates when the last Personal Education Plan (PEP) for each child was written and the date when the PEP is due to be reviewed (it is a legal requirement, with the child's social worker holding the responsibility for arranging the meeting, that PEPs are reviewed three times each year);
- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and understand the need for positive systems of support to overcome them;
- to inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extracurricular activities, home reading schemes, school councils etc.;
- to act as an advocate for Looked After Children;
- to develop and monitor systems for liaising with carers; Local Authority Virtual Schools; and the Education Inclusion Department;
- to hold a supervisory brief for all Looked After Children e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- to monitor the educational progress of Looked After Children in order to inform the school's development plan;
- to intervene if there is evidence of individual underachievement or absence from school;
- to ensure that Pupil Premium, allocated to each individual looked after child, is spent to address their individual needs and to report this to the child's Local Authority using the procedures detailed by them;
- to prepare an annual Looked After Children report for governors and submit a copy of this to each Local Authority on request.

Work with Individual Looked After Children:

Many children who are Looked After also have Special Educational Needs. Some of these children will have a statement of SEN or if recognised more recently, an Education, Health and Care Plan (EHCP). It is vital that all professionals involved ensure that the child's care plan works together with their SEND plan to ensure that all the child's needs are met. Any child who has undiagnosed SEN at the time of becoming looked after, must as part of the PEP process be referred for an assessment through the SEND framework as soon as possible. This will mean the Designated Teacher, the Virtual School, the child and his/her carers working closely together to ensure that the child's needs are appropriately met.

The Designated Teacher must also:

- enable the child to make a contribution to the educational aspects of their care plan;
- help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker);
- ensure that a home-school agreement is drawn up with the primary carer and signed by the social worker;
- ensure that any gap which exists between a Looked After Child's attainment and progress and other children nationally and in the school is addressed and strategies put in place to accelerate progress and raise attainment so that the gap narrows quickly.

Liaison:

- liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- help co-ordinate education and Looked After Children review meetings, so that the Personal Education Plan can inform the child's Care Plan;
- attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children care planning meetings;
- be the named contact for colleagues in Education Inclusion and Virtual Schools; and
- ensure the speedy transfer of information between agencies and individuals.

Training:

- develop knowledge of Vulnerable Children/Education Inclusion procedures by attending training events organised by the Local Authority;
- cascade training to school staff as appropriate.

The role of the Governor for Looked After Children

The name of the Governor with responsibility for Looked After Children is Joanne Smith.

The named governor will report to the Governing Body on an annual basis (delegated to the Headteacher):

- a comparison of test scores as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions;
- pupil destinations

The named governor should be satisfied that the school's policies and procedure ensure that looked-after pupils have equal access to:

- the national curriculum;
- public examinations;
- additional educational support;
- extra-curricular activities

Responsibility for Looked After Children in School

It is important that all teaching staff in contact with the child or young person are aware that he/she is being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After Children.

It is appropriate for Learning Support Assistants to have knowledge that the young person is being looked-after only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Looked After Children.

Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed upon for a new Personal Education Plan. An appropriate school induction will take place.

Involving the Young Person

It is important that young people are aware that information is being recorded regarding their own personal circumstances. How this is shared with each of them clearly depends on their ages and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

Communication with Other Agencies

The Designated Teacher for Looked After Children will ensure that a copy of all reports (e.g. end of year reports) are forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

The school will endeavour to co-ordinate review meetings with the Local Authority's SEN department and the Virtual School e.g. to have an Annual Review of a Statement combined with a Statutory Care Review.

The designated teacher will liaise with the child's social worker to ensure that a child transferring between schools, either at a key transition point or because of a change of residential placement, will have all relevant information transferred to the new school and that the Designated Teacher from the receiving school be invited to the PEP preceding the move.

Role of the Virtual School

The Virtual School for the child's Local Authority, the Education Inclusion Service and the school will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Where a school has concerns about a looked-after child's behaviour, the VSH should be informed and, where necessary, involved at the earliest opportunity. This is to enable the VSH, working with others, to:

- consider what additional assessment and support (such as additional help for the classroom teacher, one-to-one therapeutic work or a suitable alternative placement) needs to be put in place to address the causes of the child's behaviour and prevent the need for exclusion
- make any additional arrangements to support the child's on-going education in the event of an exclusion.

Assessment, Monitoring and Review Procedures

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;

- Achievement Record (academic or otherwise);
- Behaviour;
- Home Learning;
- Involvement in Extra Curricular Activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences);
- Long term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated each school term, as part of the Statutory Reviewing process carried out by the Virtual School. The designated teacher will lead on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

The named governor (delegated to the Headteacher) will report annually to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.

An annual review of this Policy is undertaken.

Dissemination

This Policy was originally developed in June 2018.

A copy of the latest version of the Policy is stored in the Policy Portal

Reference

DfE, (February 2018) *Promoting the education of looked after children and previously looked after children: Statutory guidance for local authorities*. Available

at: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>