Park Hill Primary School

'We aim to bring out the best in everyone.'

Looked After Children (LAC) and Previously Looked After Children (P-LAC) Policy

Adopted: 14/10/26 Review date: Annually

Governor for LAC & P-LAC: Graham Watson

Designated Teacher: Kerry King

The governing body of Park Hill Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in "Guidance on the Education of
Looked After Children" (May 2000) and Section 52 of the Children Act 2004. This policy also has regard to "Promoting the Education of Looked After and Previously Looked After Children" (February 2018).

Children who are "looked after" may be "Accommodated" or "In Care" as follows:
Accommodated (Section 20)
This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care
A child is in care only if a court has granted a Care Order (Interim or Full) which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Previously looked-after children are those who:

- are no longer looked after 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.

Looked After Children (LAC) and Previously Looked After Children (P-LAC) may (or may not) have some or all the following issues:

• low self esteem
• poor education standards due to time out of school
• delayed social/emotional/ cognitive development
• be bullied or bully others
• be prone to mental health issues
• be isolated with few friends
• have behaviour issues
• have poor attachments to others
• have a need to be very private.

This makes them an extremely vulnerable group in terms of education and future life-chances.

The governing body of Park Hill Primary School, is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- a Designated Teacher for LAC and P-LAC
- Personal Education Plans for all LAC and P-LAC
- all staff have a clear understanding of confidentiality and issues that affect LAC and P-LAC
- effective strategies that support the education of this vulnerable group.

ROLES AND RESPONSIBILITIES OF THE DESIGNATED TEACHER

The Designated Teacher should:

- be an advocate for LAC and P-LAC
- when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status
- ensure that a Personal Education Plan (PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months
- keep PEPs and other records up to date, particularly in time to inform review meetings
- ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher)
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- liaise with the Virtual School for Looked After Children in Education (LACES)
- ensure staff receive relevant information and training and act as an advisor to staff and governors
- 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 and that communication remains regular and positive
- encourage LAC and P-LAC to participate in extra-curricular activities and out of hours learning, where feasible
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- ensure that any returns on looked after children are completed – as requested by the LA
- ensure that Pupil Premium Plus funding for LAC and P-LAC is used effectively.

ROLES AND RESPONSIBILITIES OF ALL STAFF

- ensure that any LAC or P-LAC are supported sensitively and that confidentiality is maintained
- be familiar with the and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- respond positively to a LAC or P-LAC's request to be the named person that they can talk to when they feel it is necessary
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate
- as with all children, ensure that no LAC or P-LAC is stigmatised in any way
- provide a supportive climate to enable a LAC or P-LAC to achieve stability within the school setting
- as with all children, have high aspirations for the educational and personal achievement of LAC and P-LAC
- positively promote the self-esteem of LAC and P-LAC.

ROLES AND RESPONSIBILITIES OF THE GOVERNING BODY

The governing body of this school will:

- ensure all governors are fully aware of the legal requirements and Guidance for LAC and P-LAC
- be aware of whether the school has LAC and P-LAC and how many (no names)
- ensure that there is a named Designated Teacher for LAC and P-LAC
- liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to LAC and P-LAC
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC and P-LAC are met
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (These reports should not include any names of individual children for child protection and confidentiality reasons)
- review the effective implementation of this policy, preferably annually and at least every three years.

CONFIDENTIALITY

- Information on LAC and P-LAC will be shared with school staff on a "need to know basis"
- The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

TRAINING

The Head Teacher or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

PERSONAL EDUCATION PLAN (PEP) COMPLETION FOR LAC - PROCESS

- Social worker informs school of a child becoming looked after (or a looked after child entering the school)
- Date is set for the completion of a Personal Education Plan (PEP) within 20 days of the child becoming LAC
- The Designated Teacher, the Social Worker, carer and child (if appropriate) are present at the meeting. If parents maintain parental responsibility, they must be invited to the PEP meeting
- A date is set for the next PEP meeting and the information is shared at the next LAC review and discussed within the wider context of the child's life
- PEP is available for LACES, Social Worker and Designated Teacher electronically.
- A hard copy of the PEP is distributed to the carer and/or parents.

PERSONAL EDUCATION PLAN (PEP) COMPLETION FOR P-LAC – PROCESS

- Carer informs Head Teacher or Designated Teacher that child was previously in the care of the local authority
- Carer provides relevant documentation
- Child is registered as P-LAC on school census
- The carer and Designated Teacher meet to complete the PEP and discuss appropriate use of the Pupil Premium Plus.