



Crockham Hill C E Primary School

*Sowing the seeds to give our children the best possible start to the rest of their lives.*

## Looked After Children (LAC) and Post Looked After Children (PLAC) Policy

<b>Review Body:</b>	Full Governing Body
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Statutory
<b>Review Period:</b>	Annually
<b>Reviewed:</b>	Autumn 2024
<b>Next Review:</b>	Autumn 2025

**Approved by Full Governing Body on 3<sup>rd</sup> October 2024**

### Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:

**Mrs Lisa Higgs, Headteacher**

Designated Safeguarding Lead (s): **Mrs Lisa Higgs, Headteacher**

Deputy Designated Safeguarding Lead: **Mrs Holly Taylor**

Named Governor with lead responsibility: **Mr Chris Sadler**

This policy supports our values of Respect and Empathy. It has been adopted so that all members of our community know how we work together to make our school a safe and happy place for all our children. This links to our school vision by helping us to create a supportive and inspiring learning environment for all children whilst recognising their individual needs.

**RESPECT EMPATHY RESILIENCE ASPIRATION**

### **This policy is based on DfE guidance**

In order to ensure that we comply with the spirit of the Single Equality Act 2010 and the nine protected characteristics in the act, we will endeavour to make as many reasonable adjustments as is appropriate. **This policy is compliant with section 89 of the Education and Inspections Act 2006.**

### **Definition**

'Children Looked After (LAC), Post Looked after children' (PLAC) or Children in Care are descriptions used to identify children who are in public care, who are placed with foster carers, in residential homes or with parents or other relatives or who previously have been in foster care.' These terms are used to identify the same children.

At Crockham Hill CE Primary School, we recognise that these terms are interchangeable.

Nationally, LAC significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in promoting better outcomes for these children, ensuring that they are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Helping Looked After Children to succeed and to provide a better future for them is a key priority for Kent County Council and Kent schools. This policy takes account of:

- The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- The Children and Young Persons Act 2008
- Designated Teacher (LAC pupils etc.) (England) Regulations 2009
- Statutory Guidance for School Governing Bodies 2012 – The role and responsibilities of the designated teacher for LAC.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of this vulnerable group of pupils when reviewing them:

- KCC Admissions oversubscription criteria for voluntary controlled schools.
- Equalities Scheme
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy
- Child Protection and Safeguarding Policies.
- Special Educational Needs Policy.

Our school's approach to supporting the educational achievement of LAC is based on the following principles:

- Promoting education by having high expectations and promoting attendance
- Targeting support with early intervention and priority action
- Achieving stability and continuity by promoting attendance, health and well-being
- Promoting inclusion through challenging and changing attitudes
- Listening to children
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

## **The governing body**

The governing body of Crockham Hill CE Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for Looked After Children (LAC) and previously looked after children (PLAC) and is committed to improving outcomes for them. The governing body will ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC;

The governing body is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Governor for LAC and PLAC
- A Designated Teacher for LAC and PLAC
- Personal Education Plans (PEPs) for all LAC
- All staff in school will have a clear understanding of the issues that affect LAC and PLAC; their learning needs; how to support them in school and issues relating to confidentiality.
- Policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

The governing body will ensure that through the designated teacher, they hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;

## **THE DESIGNATED TEACHER FOR LOOKED-AFTER (LAC) AND PREVIOUSLY LOOKED-AFTER CHILDREN (PLAC)**

Statutory guidance on their roles and responsibilities

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

- The designated teacher is the central point of initial contact within Crockham Hill CE Primary School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
- The designated teacher has a leadership role in promoting the educational achievement of every LAC and PLAC on the school's roll. This involves, working with the Virtual School Team to promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
- The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
- The designated teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.
- The designated teacher promotes a culture in which LAC and PLAC:
  1. Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
  2. Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
  3. Are encouraged to participate in school activities and in decision making within the school and the care system.

4. Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
- The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are LAC or PLAC; and the use of Assessment for Learning (AfL) approaches to improve the short- and medium-term progress of LAC and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
  - The designated teacher works directly with LAC and PLAC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
  - The designated teacher has lead responsibility for the development and implementation of PEPs for LAC within school in partnership with others as necessary;
  - The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.
  - The designated teacher should ensure that the school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for the impact of this Grant on the outcomes of the cohort.
  - The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to.
  - The designated teacher is aware that the Virtual School Team can provide information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.

## **Staff**

All staff in this school will:

- have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
- be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;

- for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

#### **Review**

- The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.