



## Squirrel Hayes First School

Policy Reviewed on	June 2017	October 2018	Dec 2019	Nov 2020	Nov 2021	Nov 2022	Nov 2023	Nov 2024
Policy Owner Signature	Nikki Stroud	EJP	EJP	EJP	EJP	EJP	EJP	EJP
Policy adopted by the Governing Body on	June 2017	06.12.2018	Dec 2019	Dec 2020		Nov 2022	Dec 2023	Dec 24
Policy Reviewed Date	June 2018	October 2019	Dec 2020	Nov 2021	Nov 22	Nov 2023	Nov 2024	Dec 24
Version	11	12	13	14	15	16	17	18

# LAC (inc. previously LAC) Policy

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

### The Policy

a) **The Objective**

To promote the educational achievement and welfare of looked after children and previously looked after children.

b) **The Name of the Designated Teacher for Looked After Children**

Mrs Erica Pickford - Head Teacher Mrs Linda Oakes (Deputy Designated Teacher for LAC)
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**Definitions of Looked After and previously Looked After:**

**Looked After Child** - is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014

**Previously Looked After Child** - is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales

NB- A child in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organization or any other organization the sole main purpose of which is to benefit society.

c) **The Role of the Designated Teacher for Looked After Children and previously Looked After Children**

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***Within School:***

- to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by Looked After Children and previously Looked-After Children and to 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 previously Looked After Children and to promote the involvement of these children in extracurricular activities, school councils etc.
- to act as an advocate for looked after children and previously Looked After Children.
- to develop and monitor systems for liaising with carers, Social Workers and the Virtual School for Looked After Children and previously Looked After Children.
- 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 all Looked After Children and previously Looked After Children in order to inform the school's development and provision/intervention planning, thereby ensuring that the attainment 'gap' is closing
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy
- to report annually to the Governing Body of the school on Looked After and previously Looked After children's progress (see model proforma available from the Virtual school)

***Work with Individual Looked After Children:***

- to enable the pupil to make a contribution to the educational aspects of their Care Plan; especially,
- helping to ensure that each pupil has an Electronic Personal Education Plan e-PEP (initiated by the pupil's Social Worker) or Early Years PEP (aged 3 to end of Reception Year)
- to ensure that a home-school agreement is drawn up with the primary carer and agreed by the Social Worker

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***Work with previously Looked After Children:***

- to enable the pupil to make a contribution to the educational aspects of their Pupil Premium + intervention plan ,
- helping to ensure that each pupil has a Pupil Premium + intervention plan which reflects their individual needs.
- to work with the guardians/carers of previously looked after children in partnership as part of the intervention plan.

***Liaison:***

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register
- to help co-ordinate education and e-PEP reviews so that they can inform the pupil's PLP (Personalised Learning Plan) and Care Plan
- to attend, when appropriate, or arrange for someone else to attend, Looked After Children Care Plan meetings
- to be the named contact for colleagues in Families First (including the Virtual School)
- to ensure the speedy transfer of information between agencies and individuals

***Training:***

- to develop knowledge of legislation and good practice by attending training events organised by the Virtual School and cascade to school staff as appropriate

**d) The name of a Governor with special responsibility for Looked After Children and previously Looked After Children**

**Mrs Stephanie Edwards**

**e) The role of that Governor**

**The named governor will ensure reporting to the Governing Body on an annual basis:**

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- a comparison of levels/results as a discrete group
- the attendance of pupils as a discrete group
- the level of fixed term/permanent exclusions
- pupil destinations

(see model proforma available from the Virtual school)

The named governor will ensure a school's self-audit of provision for looked after children and previously looked after children is undertaken (see example self-audit available from the Virtual School)

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

- the full curriculum and extra-curricular activities
- public examinations
- careers information, advice and guidance
- additional educational support

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**f) Responsibility for Looked After Children and previously Looked After Children in school**

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

It is appropriate for a Learning Support/Teaching Assistant to have knowledge that the young person is Looked After or previously Looked After 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 Head teacher or the Designated Teacher for Looked After children.

Where possible, new learners have a transition meeting. This will take place between the Home-School-Links Worker, Carers, staff and learner. It may involve a Social Worker if the child is currently Lookd After. A Personal Learning and Mobility Plan (PMLP) are then completed by key staff. This will inform support needed on arrival, in class and with behaviour for learning and support emotional well-being.(see policy)

**g) Admission Arrangements**

On admission, records (including the e-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 for a PEP meeting, taking reference to statutory timescales. An appropriate school induction will take place.

For LAC who join Squirrel Hayes First School mid-way through the school year, an In-year application form for Looked After Children without an Education Health and Care Plan (EHCP) has been developed for all Staffordshire schools to use. The application form will be available on the Staffordshire web and the intranet.

For children who may have been previously Looked After, school encourages parents of eligible previously looked after children to tell the school if their child is eligible to attract Pupil Premium +.

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**h) Involving the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, if currently looked after, and their carer(s) are working together to promote their education.

**i) Communication with Other Agencies**

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the Foster Carer or Residential Social Worker when a child is currently being Looked After.

Schools, Families First, including the Virtual School and education services should endeavor to co-ordinate their review meetings e.g. to have an Annual Review of a Statement combined with a Statutory Care Review.

Schools, Families First, including the Virtual School and education services 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.

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**j) Assessment, Monitoring and Review Procedures**

Each Looked After Child will have a Care Plan that will include an e-PEP and previously Looked After Child an intervention plan. School will play an active role in contributing to those areas of the e-PEP or intervention plan that are education related e.g.

- SMART target setting
- identification of current and target NC levels
- how additional resources are being utilised to meet educational targets (e.g. the Pupil Premium, Personal Education Allowance)
- attendance
- involvement in Extra Curricular Activities
- Special Educational Needs (if any)
- long term plans and aspirations

The e-PEP will be updated each term, as part of the Statutory Reviewing process carried out by Families First. An intervention plan for Pupil Premium + will also be reviewed every term.

Squirrel Hayes First School will endeavor to work effectively cross border by looking at the policy and procedures of different authorities. This will ensure timely communication for PEP, ePEP and Pupil Premium Plus applications.

The named governor will ensure annually reporting to the Governing Body on the progress of all Looked After Children and previously Looked After Children against the key indicators outlined above.

Version No.	Date of review	Reviewer	Changes Made
01	Sept 2008	Kate Aldington	Followed Guidance
02	Sept 2009	Kate Aldington	Updated to include more info on PEP process.
03	Oct 2010	Kate Aldington	Reviewed
04	Oct 2011	Erica Smith	Reviewed
05	Jan 2012	Erica Smith	Updated to include Virtual School Info
06	May 2012	Erica Smith	Used model policy linked to Virtual School's information on SLN
07	June 2013	Nikki Stroud	Adopted the Model Policy from the Virtual School version April 2013.

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**SQUIRREL HAYES FIRST SCHOOL: Looked After Child Policy Nov 2024**  
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08	June 2014	Nikki Stroud	Reviewed
09	June 2015	Nikki Stroud	Update of named Governor for LAC and working effectively with other authorities/cross border re PEP and PP+.
10	June 2016	Nikki Stroud	Addition of Transition meetings and PMLP to support positive transition, link to policy.
11	June 2017	Nikki Stroud	Local Authority LAC admission form developed for mid-term admissions. Reference to E-PEP throughout and Personal Learning Plans.
12	October 2018	Erica Pickford	Updated to reflect new duties in 'The designated teacher for looked-after and previously looked after children Feb 2018 Updated Home-School-Link Worker role and deputy Teacher for LAC
13	Dec 2019	Erica Pickford	Reviewed
14	Nov 2020	Erica Pickford	Reviewed
15	Nov 2021	Erica Pickford	Reviewed - updated link Governor
16	Nov 2022	E J Pickford	Reviewed and updated link governor
17	Nov 2023	Erica Pickford	Reviewed and updated link governor
18	Niv 2024	Erica Pickford	Reviewed

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