



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Looked After Children Policy (including Previously Looked After)

Completed by: Mr D Christie

Date Implemented: September 2023

Review date: September 2024

Stanley Crook Primary School is committed to improving outcomes for all pupils



STANLEY CROOK PRIMARY SCHOOL POLICY FOR LOOKED AFTER CHILDREN (LAC)

**Stanley Crook Primary School is committed to improving outcomes
for all pupils**

Our Mission:

**'To try our best, to tell the truth, to look after each other and our
community'**

Designated Safeguarding Lead – Mr David Christie (HT)

Designated Teacher for LAC – Mrs Danni Martin (SENCo)

Governor with responsibility for LAC – Mrs Catherine Lawes/ Ms Jane Lee

The governing body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes. This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004" (Nov 2005) and associated guidance on the education of LAC, including Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (update March 2015). We aim to contribute towards achieving the five outcomes of Every Child Matters, which is the Government's aim for every child, whatever their background or their circumstances:

- **Stay safe**
- **Be healthy**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well being**

The aims of the school are to:

- ensure that school policies and procedures are followed for LAC as for all children
- ensure that all LAC have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that LAC pupils take as full a part as possible in all school activities • ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment
- ensure that LAC pupils are involved, where practicable, in decisions affecting their future provision.

See Appendix 1 - Roles and Responsibilities

Who are Looked After Children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term **'in care'** refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are **'accommodated'** by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be **'Looked After Children'** - LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

Who are Previously Looked After Children?

Previously Looked After Children are those who (DfE definition):

- are no longer Looked After by a Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order;
- 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.

Admissions

The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against LAC pupils. Due to care placement changes, LAC may enter school mid-term. It is vital that we give them a positive welcome. If necessary, school may offer additional support and pre-entry visits to help the new pupil settle.

Virtual School Role:

- to promote educational achievement through providing information and advice to their parents, educators and others as necessary;
- to provide appropriate training;
- starts from when the child is eligible for free early education, (start of term following second birthday) to end of compulsory education.

Virtual School Headteachers are expected to:

- respond to requests for advice and information from parents, carers, schools and providers and sign-post to other services;
- raise awareness of the vulnerability and needs of previously LAC and offer guidance to schools on effective use of PP+;
- work with designated teachers to ensure secure evidence from parents of their child's previously Looked After status. If there is no clear evidence, the Virtual School Head (VSH) and designated teacher (DT) should agree a consistent approach.

Virtual School Headteachers are not expected to:

- to monitor the progress of individual children or to be held to account for their attainment;
- provide intervention without the agreement of those with parental responsibility.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum.

Our LAC policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all LAC pupils.

Allocation of resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy.

Monitoring the progress of LAC

The social worker for the LAC should initiate a Personal Education Plan – PEP - within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each LAC's attainment on entry to ensure continuity of learning.

The school will monitor and track the achievement and attainment of all pupils at regular intervals. LAC will require their PEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be sought by the Designated Teacher and noted on the PEP.

Record Keeping

The Designated Teacher will know who are all the LAC in school and will have access to their relevant contact details including parents, carers, VSH and social worker. The Designated Teacher will also know about any LAC from other authorities. It is important that the school flags LAC status appropriately in the school's information systems so that information is readily available as required. In particular, the DT will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents or on an interim of full care order).

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support LAC. Part of the Designated Teacher's role is to develop awareness of issues associated with LAC.

Partnership with parents/carers and care workers

At school, we firmly believe in developing a strong partnership with parents/carers and care workers to enable LAC to achieve their potential. Review meetings are an opportunity to further this partnership working.

Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting LAC. Colleagues from the following support services may be involved with individual LAC:

- LAC teams
- educational psychologists and others from Local Authority SEN services
- medical officers
- school nurses
- CAMHS
- Education Welfare Officers
- Social care worker/ Community care worker/ Residential child care worker
- Youth Offending Service
- school age parents' officer.

LAC policy review and evaluation

We consider the LAC policy to be important and we undertake a thorough review of both policy and practice each year. The outcomes of this review inform the School Improvement Plan.

See Appendix 1 - Roles and Responsibilities

ROLES AND RESPONSIBILITIES

Rationale for roles and responsibilities:

Looked After Children – LAC - are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:

- a high level of disruption and change in school placements
- lack of involvement in extracurricular activities
- inconsistent or no attention paid to homework.

This may result in:

- poor exam success rates in comparison with the general population
- underachievement in further and higher education.

These issues may also affect adopted young people.

The majority of children who remain in care are there because they have suffered abuse or neglect. The Every Child Matters: Change for Children programme aims to improve outcomes for all children. To date the outcomes achieved by LAC have been unacceptably poor and the Government is committed to addressing this disparity. As corporate parents, we all have a part to play in this by vigorously applying the principles of good parenting by:

- giving priority to education
- listening to children
- providing stability and continuity
- taking corporate responsibility
- promoting inclusion
- raising standards
- intervening early
- promoting 'early years' experiences
- celebrating success.

A Previously Looked After child potentially remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with LAC and previously LAC pupils, school will work in conjunction with multi-agency support and prompt action will be taken on concerns to safeguard these children, who are a particularly vulnerable group.

The Designated Teacher will:

- be an advocate for LAC within school
- have high expectations and set targets to accelerate progress
- raise awareness (at admission) with parents and guardians on the use OF PP+ (£2300)
- give regard to the impact of relevant decisions for LAC on both the LAC and the rest of the school community

- know who are all the LAC in school, including those in the care of other authorities, and ensure the availability of all relevant details from school recordkeeping systems as required
- attend relevant training about LAC
- act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from the LAC team when appropriate.
- ensure that LAC receive a positive welcome on entering school, especially mid-year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle.
- ensure that all LAC have an appropriate PEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan
- keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals
- convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- act as the key adviser for staff and governors on issues relevant to LAC
- ensure that care and school liaison is effective including invitations to meetings and other school events
- actively encourage and promote out of hours learning and extracurricular activities for LAC
- ensure a speedy transfer of information, records and coursework, where appropriate, when a LAC transfers to another educational placement
- contribute information to LAC reviews when required
- report to the Governing body on LAC in the school and inform of relevant policy and practice development
- agree with the social worker the appropriate people to invite to parents' evenings etc.
- prepare reports for Governors' meetings to include:
 - the number of LAC on roll and the confirmation that they have a Personal Education Plan – PEP.
 - their attendance compared to other pupils.
 - their attainment compared to other pupils.
 - the number, if any, of fixed term and permanent exclusions. □
 - the destinations of pupils who leave the school.
- attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of LAC.
- arrange a mentor or befriender (adult and /or pupil) to whom the young person can talk, possibly through the learning mentor scheme or through Connexions, particularly when the pupil is new to school
- ensure that any Special Educational Needs (emotional, psychological and social effects of loss and separation – attachment awareness – and subsequent impact on behaviour) are addressed in conjunction with the

SENCO and in accordance with the Code of Practice for SEN. LAC are six to eight times more likely to have an EHCP than the general school population.

Good practice suggests that all school staff will:

- follow school procedures.
- keep the Designated Teacher informed about a LAC's progress.
- have high expectations of the educational and personal achievements of LAC.
- positively promote the raising of a LAC's self-esteem.
- ensure any LAC is supported sensitively and that confidentiality is maintained.
- be familiar with the school's policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings.
- liaise with the Designated Teachers where a LAC is experiencing difficulties
- give only official exclusions and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement
- contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate
- make extra copies of reports available when required.

Good practice suggests that the Governing Body will:

- ensure that the admission criteria and practice prioritises LAC according to the DfE Admissions Code of Practice
- ensure all governors are fully aware of the legal requirements and guidance for LAC
- ensure there is a Designated Teacher for LAC
- liaise with the head teacher and all other staff to ensure the teaching and learning needs of LAC are met and reflected in school policies, in particular in relation to interventions and resources
- nominate a governor with responsibility for LAC who links with the Designated Teacher
- receive regular reports from the head teacher to monitor the impact of school policies (e.g. – on charging for educational visits and extended school activities)
- ensure that the school's policies and procedures give LAC equal access in respect of:
 - o admission to school
 - o National Curriculum and examinations, both academic and vocational out of school learning and extra-curricular activities, work experience and careers guidance.
- annually review the effective implementation of the school policy for LAC for PP+ in supporting the educational achievement of LAC and previous LAC pupils
- ensure that the Designated Teacher/head teacher is invited to the exclusion meetings of LAC.



SCHOOL
MEMBER

