



This policy is called:	Looked After Children (LAC) Policy
It applies to:	Lordswood Girls' School & Sixth Form Centre
Person responsible for its revision:	Director of Inclusion & Intervention
Status:	Statutory
Website:	Public website
Approval by:	Governing Body
Review frequency:	Annually
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1. Introduction

Lordswood Girls' School & Sixth Form Centre has high aspirations for all its students and is concerned that Looked After Children (LAC) receive the support and nurture necessary so that they are not in any way disadvantaged.

The school endeavours to provide positive experiences and offer stability, safety and individual care and attention for all students and aims to:-

- Encourage students to reach their potential and to make good progress in relation to their educational, social and emotional development.
- Ensure that students enjoy high quality teaching and a curriculum which meets their needs.
- Plan support for LAC realistically and use the resources efficiently to ensure their needs are met.
- Enable all students, including LAC, to take advantage of all the opportunities the school has to offer.

2. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:-

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008

- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked- after and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'

3. Definitions

3.1 LAC are defined as:-

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, as the LA shares parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

3.2 Previously-LAC are defined as:-

- Children no longer looked after by an LA in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

4. Roles and responsibilities

4.1 The Governing Body is responsible for:

- Ensuring there is a designated governor with responsibility for LAC. This governor is currently Miss Gillian Miller.
- Ensuring the school has a coherent policy for LAC and previously-LAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for LAC and previously-LAC has received the appropriate training.

- Ensuring LAC and previously-LAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the annual report produced by the designated teacher to evaluate the progress of LAC in the school.
- Ensuring they receive feedback from the Headteacher regarding the effectiveness of the policy on an annual basis.

4.2 The virtual school (VS) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to LAC and previously-LAC children.
- Working with the school to ensure all LAC in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for LAC.
- Acting as a source of advice and information to help parents of previously-LAC as effectively as possible.
- Ensuring there are effective systems in place to:-
 - Maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress.
 - Inform the Headteacher and designated teacher if they have a student on roll who is looked after by the LA.
 - Ensure social workers, schools, designated teachers, careers and IROs understand their role and responsibilities regarding a pupil's PEP.
 - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC.
 - Avoid delays in providing suitable educational provision.
 - Ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
 - Report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures.

4.3 The Headteacher is responsible for:-

- Appointing the designated teacher for LAC and previously-LAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing body annually on the following:
 - The number of LAC and previously-LAC in the school
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of LAC and previously-LAC, compared to other pupil groups
 - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting LAC is a key priority
- Promoting actively challenging negative stereotypes of LAC.

4.4 The Director of Intervention & Inclusion (the Designated Teacher for LAC and previously-LAC) is responsible for:-

- Building relationships with health, education and social care partners and other partners so that they and the VS understand the support available to LAC and previously-LAC.
- Co-ordinating support for the child in the school and liaising with other professionals and carers as necessary
- Promoting the educational achievement of LAC and previously-LAC at the school.
- Acting as the main contact for social services and the education department.
- Promoting a culture of high expectations and aspirations.
- Ensuring LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Leading on the development and implementation of student's personal education plan, PEP, in school to ensure the student's progress towards targets is monitored.
- Liaising with the SENCO to ensure all student needs are met.

- Working with the student's VS representative and social worker to develop and implement their PEP.
- Working with the Headteacher to submit an annual report to the governing body which details the progress of all LAC and previously-LAC.
- Seeking urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.
- Reviewing PEP and care plans for LAC and previously-LAC.
- Liaising with the teachers, specialists and parents when considering interventions to support the progress of previously-LAC.

4.5 All staff are responsible for:-

- Being aware of LAC and previously-LAC in their classes and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards LAC and previously-LAC.
- Promoting the self-esteem of LAC and previously-LAC.
- Having high aspirations and celebrating the educational and personal achievement of Looked After Children (as with all children).
- Being familiar with the guidance on LAC and previously LAC and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
- Liaising with the Director of Intervention & Inclusion/Designated Teacher where a Looked After Child is experiencing difficulty.

5. Personal Education Plans (PEPs)

- 5.1 All LAC must have a care plan; PEPs are an integral part of this care plan.
- 5.2 The PEP is an evolving record of what needs to happen for a student to enable them to make the expected progress and fulfil their potential.
- 5.3 The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.
- 5.4 The PEP forms the framework for the school's work with other professionals and the child's carers to support the student's educational needs, raise their aspirations and improve their life chances.
- 5.5 The student will be involved in the PEP process at all stages.

- 5.6 The PEP will address the student's full range of education and development needs, including:-
- On-going catch-up support, which will be made available for students who have fallen behind with work.
 - Suitable education provided by the LA, where the student is not in school because of exclusion.
 - Transitional support where needed, e.g. where a child is moving to a new school.
 - School attendance and behaviour support, where appropriate.
 - Support to help the student meet their aspirations, which includes:-
 - Support within subject areas to enable the student to achieve their target grades.
 - Careers information, advice, guidance and financial information about HE, training and employment that focuses on the student's strengths, capabilities and aspirations.
 - Extra-curricular activities, study support and leisure interests.

6. Working with agencies and the VS

- 6.1 The school will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers or residential workers.
- 6.2 The school will work with other agencies to share information as necessary.
- 6.3 Behaviour management strategies will be agreed between the Carers, VS, Social Worker and the school to ensure challenging behaviour is managed in the most effective way for that individual student.
- 6.4 The Director of Intervention & Inclusion/Designated Teacher for LAC will communicate with the VS and student's social worker to facilitate the completion of the PEP.
- 6.5 The Director of Intervention & Inclusion/Designated Teacher for LAC will work with the VS, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.
- 6.6 The Director of Intervention & Inclusion/Designated Teacher for LAC will communicate with the VS and agree on how pupil premium plus funding (PP+) for LAC, which is ring-fenced, can be used effectively to accommodate the child's educational attainment and progress.

- 6.7 PP+ for previously-LAC, which is not ring-fenced, will be allocated directly to, and managed by, the school, in line with the pupil premium funding statement.
- 6.8 The school will work with the VS to manage allocation of PP+ for the benefit of LAC students, or previously-LAC, based on their needs.
- 6.9 The Director of Intervention & Inclusion/Designated Teacher will ensure the VS and Social Worker are notified of LAC who are absent without authorisation.

7. Pupil mental health

- 7.1 LAC and previously-LAC are more likely to experience the challenge of social, emotional and mental health issues which can impact on their behaviour and education.
- 7.2 The Director of Intervention & Inclusion/Designated Teacher will work with the VS to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and previously-LAC, and knows how to access further assessment and support, where necessary.

8. Behaviour

- 8.1 The school's Behaviour Policy takes account of past experiences of LAC and previously-LAC.
- 8.2 The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and exclusion will always be used as a last resort. Where exclusion is considered, the school will work with the VS, and others, to consider what additional support can be provided to prevent exclusion, and any additional arrangements that can be made to support the pupil's education in the event of exclusion.
- 8.3 Where the school has concerns about a LAC's behaviour, the VS will be informed at the earliest opportunity.
- 8.4 The school will inform parents/carers that they can seek the advice of the VS on strategies to support their child to avoid exclusion.

9. Students with SEND

- 9.1 Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the student's PEP and care plan reviews.
- 9.2 The Director of Intervention & Inclusion/Designated Teacher and specialists will involve parents/carers when considering interventions to support their child's progress.
- 9.3 If appropriate, the VS will be invited to comment on proposed SEND provision for previously-LAC.

10. Monitoring and review

This policy will be reviewed annually by the Governing Body.

Links to other policies:- <http://lordswoodgirls.co.uk/policies>

Admissions Policy:

Behaviour Policy:

Anti-Bullying Policy:

Equal Opportunities Policy:

Safeguarding & Child Protection Policy:

Special Educational Needs and Inclusion (SEND) Policy: