



TWO RIVERS
HIGH SCHOOL



Looked After Children (LAC) & Previously Looked After Children (PLAC) Policy

Cherry Trees School

Last Review Date:		Summer Term 2023
Next Review Date:		Summer Term 2024
Committee:		Curriculum & Learning Local Governing Committee
Review Cycle:		1 YEAR
Statutory Policy:		No
Date	Version	Reason for change
21/06/2023	V1.0	Scheduled Review

The Objective

To promote the educational achievement and welfare of Looked After Children (LAC) and Previously Looked After Children (PLAC).

The Name of the Designated Teacher for Looked After Children and Previously Looked After Children:

Alison Higgs

The Role of the Designated Teacher for Looked After Children and Previously Looked After Children:

Within School:

- To cascade information to upskill staff in trauma attachment, ACES awareness.
- To appreciate that looked after children will have experienced separation and trauma in their lives. To acknowledge that these issues do not disappear when performance is achieved.
- to ensure that all staff, both teaching and non-teaching, are aware of the difficulties faced by Looked After Children and Previously Looked After Children and 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 extra curricular 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.
- to hold a supervisory brief for all Looked After Children and Previously 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 to the Local Governing Board of the school on Looked After Children and Previously Looked After Children's progress (see model proforma available from the Virtual School) on a termly basis.
- To review policies to ensure they meet the needs of LAC/PLAC carer.

Work with Individual Looked After Children:

- to enable the pupil to make a contribution to the educational aspects of their Care Plan.
- helping to ensure that each pupil has a Personal Education Plan - PEP 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.
- Designated Teacher is responsible for ensuring each Looked After Child has a current PEP and that it is reviewed and updated termly and will inform statutory reviews of the Care Plan.

- To see each child as an individual with unique family circumstances.
- To build links with carers/social workers so we are informed of any changes/meetings with both families etc. enabling us to support the child fully.

Liaison:

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register - Safeguarding DSL and DDSL.
- to help co-ordinate education and PEP reviews so that they can inform the pupil's Care Plan. Link to termly IEPs and PEPs.
- 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 the Virtual School.
- Liaise with Family Support Workers to support carers/parents when required.
- to forward information on Staffordshire Looked After Children and Previously Looked After Children's current and target levels to the Virtual School (see PEP document).
- 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.
- to keep up-to-date on new initiatives and reports.
- to develop strategies to improve our approach as an attachment and trauma informed school.

The name of the Governor with special responsibility for Looked After Children and Previously Looked After Children:

Hayley Dyer

The Role of that Governor

The named governor will ensure reporting to the Local Governing Board on an annual basis:

- 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.

The named governor will ensure a school's self audit of provision for Looked After Children and Previously Looked After Children is undertaken.

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.
- additional educational support.
- therapeutic support

Responsibility for 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. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After Children and Previously Looked After Children.

It is appropriate for a Learning Support/Teaching Assistant to have knowledge that the young person is 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 Headteacher or the Designated Teacher for Looked After Children and Previously Looked After Children.

Responsibility for Children - Previously Looked After

To acknowledge that children's needs don't disappear once they are moved to permanency (adoption, SGO). They still require staff to support them therapeutically through their school life.

Post PLAC Pupil Premium is a set amount per year. The criteria for spending are not ring fenced for that child but it will be transparent so that it benefits the child and their needs. Parents/Carers know their child best and will contribute to discussions about how they can be best supported to meet their potential in all areas of learning.

School staff and Designated Teacher will be aware of areas of the curriculum that may be a trigger for the child (family tree, child development, talk about families, baby photos (changes). Teachers will adjust activities and be mindful when planning topics.

Admission Arrangements

On admission, records (including the 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.

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, and their carer(s) are working together to promote the child's education. The child will attend for part of the PEP meeting, if it is appropriate and beneficial to the child.

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.

Schools, including the Virtual School and Education Services should endeavour to co-ordinate their Review Meetings e.g. to have an Annual Review of an EHCP combined with a Statutory Care Review.

Schools, 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.

Assessment, Monitoring and Review Procedures

Each looked after child will have a Care Plan that will include a PEP. School will play an active role in contributing to those areas of the PEP that are education related e.g.

- SMART target setting.
- identification of current and target 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.
- long term plans and aspirations.
- Therapeutic Intervention to support wellbeing.
- Child's voice (to be included).

The PEP will be updated termly, as part of the Statutory Reviewing Process. PEPs will be completed half-termly when deemed necessary by Social Worker/School or Virtual School.

Annual Reviews and Looked After Child Reviews to be attended by the Designated Teacher if this is required.

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