



Brentfield Primary School

Children of Today, Champions for Tomorrow

Looked After Children (LAC) Children Looked After (CLA) Policy

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Next Review	May 2020

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1. Definitions

- A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989. A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.
- A previously looked-after child is one who is no longer looked after in England and Wales because s/he 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; and
- A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

2. Aims

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. Attainment data for looked-after and previously looked-after children shows that they do not perform as well when compared to non-looked-after children.

It is our aim to ensure that appropriate support is put in place to increase the likelihood of good educational outcomes and secure emotional development for all of our pupils.

We aim to achieve this by:

- Early identification and intervention
- Encouraging stability and continuity by promoting attendance
- Reducing exclusions and disaffection
- Promoting inclusion throughout school life (clubs, visits, music etc.)
- Having high expectations
- Listening to voice of children and families
- Promoting mental and physical health and well-being
- Working in partnership with families, social workers and other professionals
- Raising staff awareness

3. Roles and Responsibilities

Responsibility of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children (LAC):
 - The Education (Admission of Looked After Children England) Regulations 2006.
 - Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- Ensure that the school has an overview of the needs and progress of LAC.
- Allocate appropriate resources to meet the needs of LAC.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Identify a governor as Designated Governor for Children in Care.
- Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of LAC are recognised and met.

Responsibility of the Head teacher

- Identify a Designated Teacher for LAC, whose role is set out below.
- Identify replacement designated Teacher should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of LAC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of LAC to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities in accordance to related guidance.

The role of the Designated Teacher

- Ensure a smooth and welcoming induction for the child and their carer and organise prompt assessment of needs.
- Arrange for a mentor or key worker to whom the young person can talk to.
- The responsibility of initiating the PEP will be that of the child's social worker but the Designated Teacher will support in formulation of targets and its subsequent review.
- Maintain up-to-date records of the Looked After Children and ensure that information is passed on to those relevant.
- Track academic progress and co-ordinate support appropriately

- Update all stakeholders including the designated safeguarding leads as well as pastoral staff and teachers of the difficulties and educational disadvantage LAC may face.
- Act as key liaison between other agencies and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils and the sharing personal information.
- Promote inclusion in all areas of school life
- Set up meetings with relevant stakeholders where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the rapid transfer of information between individuals, agencies including if the pupil moves school.
- Ensure that attendance is monitored.
- Produce a report to the governors that preserves the anonymity and confidentiality of the pupils concerned. The report to include:
 - The number of looked-after pupils on the school's roll (if any).
 - Attendance, as a discrete group, compared to other pupils.
 - Progress, as a discrete group, compared to other pupils. - Number of fixed term and permanent exclusions (if any). - Destinations of pupils who leave the school.
- Attend training as required to keep fully informed of latest developments, policies and regulations.

The responsibility of all staff

- Have high aspirations for the educational and personal achievement of LAC.
- Maintain confidentiality and ensure pupils are supported sensitively.
- Respond promptly to requests for information.
- Promote positive mental and physical health and well-being.
- Promptly raise any concerns with the appropriate members of staff.
- Be aware of the possible barriers limiting educational, social and emotional growth.

4. Pupil Premium Plus (PP+)

LAC and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers. The PP+ funding is managed by the Virtual School Head (VSH) within the Local Authority in which the child is looked after. The VSH, Carers, LAC, social workers and schools work together to agree how this funding can most effectively be used to improve outcomes for LAC. Please refer to the Pupil Premium Policy for further information.

5. Confidentiality

Information on Looked After Children will be shared with school staff on a “need to know” basis. The Designated Teacher will discuss what information is shared with which school staff. Records and data will be kept in keeping with General Data Protection Regulations.

6. Key Members of staff

The Designated Teacher is Ms Rawat and the Governor with responsibility for Looked After Children is Penny Witham.

7. Links to Other Policies

This policy links with a number of other school policies:

- Behaviour Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Pupil Premium Policy

8. Related Guidance

- Adoption: statutory guidance (DfE, 2013)
- Children Act 1989: care planning, placement and case review (DfE guidance) Improving looked-after children’s attainment in primary schools (DfE guidance, 2009)
- Keeping children safe in education (DfE Statutory guidance, 2015)
- Mental health and behaviour in schools (DfE guidance, 2014)
- Pupil premium: funding and accountability for schools (DfE/EFA guidance, 2014)
- The designated teacher for looked after and previously looked-after children. Statutory guidance on their roles and responsibilities (DfE guidance, 2018)