



THORNHILL PRIMARY SCHOOL.

LAC POLICY

Who are looked after children?

Children and young people become 'Looked After' either if they have been taken into Care by the local authority, either via a legal route or where a voluntary agreement has been reached with the birth family. Most LAC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their birth family. School believes that in partnership with the Local Authority we have a special duty to safeguard and promote the education of Looked After Children.

Aims

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

In pursuit of this policy we will:

- Nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend the termly Designated Teacher Network meetings and any specific training on Looked After Children which is required to ensure that they have the most up to date information on supporting Looked After Children.
- Review all policies and procedures regularly to ensure that they adequately address the needs of Looked After Children and that those children have access to all aspects of education, particularly with regard to admissions, curriculum, examinations, extra support, extra curricular activities, work experience and careers guidance (where applicable).
- Have a clear and consistent plan for attendance at all PEP meetings (Designated Teacher) to ensure coherence and efficiency in planning and attaining targets.

The members of staff attending needs to be free or made free from teaching commitments to attend PEP meetings.

- PEP meetings will be called every 6 months and more regularly if required.
- Papers required for each PEP meeting will be available prior to the start of the meeting or there will be reading time at the start of the meeting if new papers are tabled (see PEP Agenda).
- Unless otherwise agreed the child or young person agreed should attend all or part of the meeting and should be released from lessons to do so.
- Following a PEP meeting, Targets and Actions will be circulated to all relevant teaching and support staff immediately after the PEP meeting or as soon as Minutes are received from the Social Worker.
- Further details raised at PEP meetings will be circulated to other teaching and support staff on a 'need to know' basis as agreed at the meeting.
- Discuss issues relating to attendance and/or exclusions with the Virtual School Headteacher or to ensure that there is as little disruption to a child's education as possible. When considering a permanent exclusion, a discussion will be held with the Virtual Head Teacher.

The Designated Teacher will:

- Be an advocate for any Looked After Children in the school.
- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
 - Status i.e. care order.
 - Type of Placement i.e. Foster, respite, residential.
 - Name of Social Worker, area office, telephone number.
 - Daily contact and numbers e.g. name of parent and carer or key worker in children's home.
 - SEN Code of Practice - School Action/School Action Plus where appropriate

- Child Protection information when appropriate.
- Baseline information, including an assessment of preferred learning styles and all test results.
- Attendance figures
- Exclusions
- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans, Transition Plan, Pastoral Support Programme.
- Ensure that someone attends Childrens' Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
- Provide the LA with termly attainment data to enable the Virtual School Headteacher to have clear tracking data for all Looked After Children
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy including access to 1:1 tuition.

Ensure that systems are in place to keep staff up to date and informed about Looked After Children where appropriate.

- Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.
- Report to the Governing Body termly on the academic performance; attendance and exclusions of the looked after children who are on the roll of the school.
- Ensure that the school evaluates the performance data for all Looked After Children.

All staff will:

- as with all children, have high aspirations and celebrate the educational and personal achievement of Looked After Children.
- ensure entry to examinations ie Phonics Tests, SATs for Looked After Children.
- be familiar with the Guidance on Looked After Children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
- liaise with the Designated Teacher where a Looked After Child is experiencing difficulty. These may be academic; pastoral; behaviour and/or attendance issues.

All Governors will:

- ensure that admission criteria prioritise LAC.
- ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children;
- ensure that there is a named Designated Teacher for Looked After Children;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.
- review the effective implementation of this policy, preferably annually and at least every three years.
- ensure that the school's other policies and procedures give looked after children equal access in respect of:
 - Admission to school
 - The National Curriculum and public examinations
 - Additional educational support where this is needed. Extra curricular activities
- Support the local authority in its statutory duty to promote the educational achievement of looked after children
- Ensure that appropriate systems and procedures are in place in the school even if there are no Looked After Children on roll at the time and that the Designated Teacher continues to attend training and is up to date in regards to the legal processes.

