

Primary

Looked After

Children Policy

Reviewed by: Governing Body

Approved: January 2024

Review Date: January 2027

Contents

1. Definition of Looked After Children	3
2. What is our rationale?	3
3. What are our aims?	3
4. Role and Responsibility of the Designated Teacher	3-4
5. Role and Responsibility of all Staff	4
6. Role and Responsibility of the LGB	4
7. Training	4

1. Definition of Looked after Children

Children and young people become “Looked After” either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Looked after Children (LAC) will be living with foster parents but a smaller number may be in children’s residential units, living with a relative or even be placed at home with their birth parents. Previously Looked After Children are those children who have been in care at some point in their life and may now be adopted or in a Special Guardian Order with relatives that have been assessed as suitable to care for them.

2. What is our rationale?

For Looked After Children (LAC) and Previously Looked After Children (PLAC), it is nationally recognised that there is considerable educational underachievement compared with their peers. West Norfolk Academies Trust is committed to implementing the principles and practice as outlined in the Children’s Act 2004 which is ***“The duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential”***

3. What are our aims?

As educational achievement and subsequent life chances for LAC and PLAC are of real concern, we aim to use research-based pedagogy to:

- Ensure staff, families and students demonstrate high expectations
- Actively support pupils to reach their educational potential and close the attainment gap with peers
- Use early intervention to ensure good progress in relation to their educational, personal, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Ensure full inclusion to the broad and enriched curriculum
- Show pupils that we listen and care for them - going above and beyond

4. Role and Responsibility of the Designated Teacher

Each school is required to nominate a Designated LAC/PLAC Teacher.

The Designated Teacher should:

- Liaise with Virtual school for Children in Care and Previously in Care <https://www.schools.norfolk.gov.uk/teaching-and-learning/virtual-school-for-children-in-care/virtual-school-for-cic-role-and-services>
- Be an advocate for the child
- Complete pupil voice, book look and shadow pupils through the day each term
- Ensure a smooth and welcoming induction for the child and carer/s
- Ensure that an Electronic Personal Education Plan (EPEP) is completed within 20 days of entering care or joining a new school

- Be trained to complete the EPEP
- Ensure the EPEP is updated in a timely manner
- Co-ordinate support for the child in the schools and liaise with other professionals and carers as necessary
- Ensure that each Looked After Child has identified staff that they can talk to.
- Ensure entry to examinations for all LAC/PLAC
- Ensure that all LAC have access to targeted pastoral and academic support
- Ensure staff and governors receive relevant information and training
- Ensure confidentiality for individual children sharing info on a need to know basis
- Provide written information to assist planning/review meetings
- Monitor and ensure attendance patterns - taking action for non-attendance
- Ensure LAC/PLAC participate in the full curriculum including extra-curricular activities, trips, competitions and residential
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

5. Roles and responsibilities of all staff

- Demonstrate high expectations and aspirations for LAC/PLAC pupils
- Demonstrate kindness, inclusion and respect for LAC/PLAC and all pupils
- Ensure access to the full curriculum, trips and visits as a priority
- Communicate concerns if they arise for safeguarding, attendance, attainment, educational and social inclusion to appropriate leaders and outside agencies
- Ensure entry to examinations for LAC/PLAC
- Respond appropriately to requests for information for completion of EPEPs and other documentation needed as part of review meetings
- Liaise with the Designated Teacher where a Looked After Child is experiencing difficulty.
- Support students in class making reasonable adjustments to help them progress

6. Role and responsibility of the Governing Body

The governing body will:

- Ensure that admission criteria prioritise LAC for Admissions
- Ensure all governors are aware of the legal requirements for LAC/PLAC
- Ensure that there is a named Designated Teacher for Looked After Children
- Ask questions about the progress and attendance of LAC/PLAC at meetings
- Review the effective implementation of this policy every three years
- Ensure that the schools' 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, extracurricular activities, work experience and careers guidance.

7. Training

Designated staff for SEND, Looked After and Adopted Children will attend Local Authority Training every three years.