

# Lawford Mead Primary & Nursery School



## Looked After Children Policy & Procedure

**‘Proud of our school, proud of our achievements’**

*Certified as reviewed and approved by the Local Governing Committee: Spring 2022*

*Next review date: Spring 2025*

*The HERA Primary Academy Trust is a company registered in England and Wales. Company Number: 10571943.*

# Policy & Procedure for Looked After Children

## Relationship to other policies

- Teaching & Learning Policy
- Positive Behaviour Management Policy
- Home School Agreement
- Equality Scheme
- Inclusion
- Child Protection & Safeguarding Policy
- Special Educational Needs & Disabilities Policy
- Curriculum Policy
- EYFS

## Introduction

Nationally, Looked After Children (LAC or CLA) significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with Every Child Matters.

Helping Looked After Children succeed, and providing a better future for them, is a key priority for Essex schools and Essex County Council in its role as Corporate Parent.

This policy takes account of:

- The Local Authority's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC)
- The Education (Admission of Looked After Children) (England) Regulations 2006 (Amended 2013)
- Relevant DCFS guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*)
- The Designated Teacher for Looked After and Previously Looked After Children (DfE February 2018)

The school will raise awareness of the needs of Looked After Children and challenge negative stereotypes about them in order to ensure that they achieve the best they possibly can at Lawford Mead Primary & Nursery School.

## Aims and objectives

Lawford Mead Primary & Nursery School's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations

- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

Lawford Mead Primary School is committed to helping every pupil, whatever their level of ability or personal circumstance, to achieve the highest standards they can. This includes supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

## **ROLES AND RESPONSIBILITIES**

### **The Head of School will:**

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where attainment, behaviour or attendance is causing concern
- Report on the attainment, behaviour and attendance of Looked After Children.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **Our Designated Teacher will:**

- Ensure that this policy is monitored and updated annually
- Be the named contact for colleagues and carers within the school community, colleagues in children's services including social services and for health professionals
- Keep an up to date list of LAC in school and clearly establish who has parental responsibility
- Advocate on behalf of LAC with particular regard to issues such as school trips, fixed term exclusions, flexibility of procedures
- Communicating high expectations for LAC with both staff and the pupils themselves
- Develop knowledge of legislation relating to LAC and of Children's Services procedures, including attending multi-agency training
- Attend relevant training
- Inform staff and governors about up-to-date training
- Be aware that the specific needs of LAC should be communicated sensitively to appropriate staff – teaching and non-teaching
- Be aware that LAC should have an up-to-date, quality Personal Education Plan (PEP). It is the Social Worker's responsibility to initiate this
- Support the pupil in making a contribution to the PEP
- In conjunction with social workers, arrange education planning meetings for new admissions to school
- Liaise with the pupil's social worker, the school's designated governor and other relevant outside professionals

- Advise on systems, including recording of progress, to be put in place to support attendance and achievement
- Promote the involvement of LAC in school clubs and other extracurricular activities especially where these coincide with the pupil's interests
- Liaise with other designated teachers at transition times

**All staff will:**

- Have an understanding of the key issues that affect the learning of Looked After Children
- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively
- Respond promptly to the Designated Teacher's requests for information
- Work to enable Looked After Children to achieve stability and success within school
- Promote the self-esteem of all Looked After Children

**The trustees and governors will:**

- Identify a nominated governor for Looked After Children
- Ensure that all governors are fully aware of the legal requirements and guidance on the education of Looked After Children
- Ensure the school's policies and procedures support their needs
- Ensure the school has an overview of the needs and progress of Looked After Children
- Ensure the school sets challenging targets for Looked After children
- Allocate appropriate resources to meet the needs of Looked After Children who are at risk from underachievement
- Ensure the school has a good baseline of information for a Looked After Child so that barriers to learning are quickly identified
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities
- Support the Head of School, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met
- Monitor the academic progress of Looked After Children, through the Head of School's termly report to Governors.

**Monitoring, Evaluation & Review**

It is the responsibility of the Designated Teacher, Head of School and Governors to monitor and evaluate the provision for Looked After Children in the school. Monitoring and evaluation is carried out through spending time in classrooms, in dialogue and in overseeing and reviewing planning.

Designated member of staff	Hayley Chittick (SENCo)
Designated Governor	Laura Green

This policy will be formally reviewed by the Local Governing Committee on an annual basis or earlier if new guidance becomes available.