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Learning Partners

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Boxgrove Primary School

Boxgrove Lane, Guildford, Surrey GU1 2TD

Co-Headteachers:

Mrs Alison Fitch BA (Hons) QTS & Mrs Rebecca Stacey BA (Hons) QTS

Looked After/Previously Looked After Children Policy

At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible.

1 Definition

For the purposes of this policy a child 'looked after by a local authority' is one who is looked after within the meaning of section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.

A previously looked after child is one who is no longer looked after in England and Wales because they are 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.

Boxgrove Primary School recognises that 'Looked After Children' and 'Previously Looked After Children' may have very specific needs and may be coping with trauma, abuse or attachment difficulties, and are likely to experience personal distress and uncertainty.

2 School Commitment

Boxgrove Primary School is committed to ensuring they LAC and PLAC children reach their potential in all areas.

Boxgrove Primary School is committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broad education
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing
- Supporting stability and continuity
- Promoting inclusion
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC and PLAC
- Ensuring an appropriately trained Designated Teacher (Rebecca Stacey) is appointed, who will be responsible for all Looked After children
- All LAC will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require
- PLAC children will have a PLAC Plan if this is required and this will be set and monitored by the designated teacher.

3 Roles and Responsibilities

3.1 Headteacher

- Identify, or be, the Designated Teacher for LAC and PLAC, whose role is set out below
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectations.
- Ensure that staff in school receive relevant training and are aware of their responsibilities
- Ensure that Pupil Premium funding is used to good effect, for the benefit of all disadvantaged students
- Ensure the PEP shares funding arrangements for LAC puils.

3.2 Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC and PLAC
- Ensure the school has an overview of the needs and progress of LAC and PLAC
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out their responsibilities as below
- Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of LAC and PLAC are recognised and met

3.3 Designated Teacher

Government Guidance says that the Designated Teacher should be "*someone with sufficient authority to make things happen, who should be an advocate for LAC and PLAC assessing services and support, and ensuring that the school Looked* After and Previously Looked After Children Policy *shares and supports high expectations for them*." It is strongly recommended that this person should be a member of the Senior Leadership Team.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the LAC and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews
- Ensure that each LAC and PLAC has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes
- Track academic progress and target support appropriately
- Co-ordinate any support for the LAC and PLAC that is necessary within school and write and monitor personal plans, as appropriate.
- Ensure confidentiality for individual pupils
- Encourage LAC and PLAC to join in extra-curricular activities
- Ensure attendance at planning and review meetings
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school – to a new school

- Be pro-active in supporting transition and planning when moving to a new phase in education
- Track academic progress and target support appropriately
- Promote inclusion in all areas of school life
- Ensure that attendance is monitored.

3.4 Staff

All our staff will:

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