



The Education of Children Looked After and Previously Looked-After Children Policy

Oliver Goldsmith Primary School
“Inspiring a love of learning.”

Date Ratified: November 23

Date to be reviewed: November 25

Changed CLA (child looked after) to LAC throughout policy

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. We believe that Oliver Goldsmith Primary School has a major part to play in ensuring that Looked After Children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals by providing a positive, safe and stimulating environment where all are included and achievements are celebrated.

Looked After Children (LAC) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents or respite care.

Previously – Looked After Children (PLAC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

STATUTORY GUIDANCE

The policy is informed by 'The Designated Teacher for Looked-After and Previously Looked-After Children- Statutory guidance on their roles and responsibilities' (DfE 2018)

SCHOOL GOVERNANCE

The Governing Board of Oliver Goldsmith Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The Governing Board recognises the need to champion performance, for children looked after (LAC) and previously looked after children (PLAC) and is committed to improving outcomes for them.

The Governing Board of this school will:

- Ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC.

- Ensure that there is a named Designated Teacher (DT) for LAC and PLAC.
- Through the Headteacher and DT, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress.
- Be aware of whether the school has LAC and PLAC and how many (the children will remain anonymous in any reports).
- Liaise with the HT to ensure that the DT is enabled to carry out their responsibilities in relation to LAC and PLAC.
- Ensure the DT is able to access training needed to fulfil their role. DTs should have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC.
- Ensure support to the HT, DT and other staff in ensuring the needs of LAC and PLAC are met.
- Review the effective implementation of this policy, preferably annually and at least every three years.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

The designated teacher at Oliver Goldsmith School for LAC and PLAC is Suzie Amui- Assistant Headteacher-Inclusion Leader.

The Designated Teacher:

1. Is the central point of initial contact within Oliver Goldsmith Primary School. The DT ensures that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. Has a leadership role in promoting the educational achievement of every LAC and PLAC on the school's roll.
3. Takes lead responsibility for ensuring school staff understand the barriers to learning for some LAC and PLAC.
4. Promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies. For instance, parents and carers understand that they would not be given preferential treatment regarding children taking holidays during term-time, unless in extenuating circumstances.
5. Promotes good home-school links; carers and parents are aware of your role within the school and communications are effective.
6. Works closely with the school's Designated Safeguarding Lead (DSL) to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to. All records should be filed onto CPOMS.
7. Has lead responsibility for the development and implementation of Personal Education Plans (PEPs) for LAC within school in partnership with the child's social worker, carer and other key professionals. Meetings can be held either face-to-face or remotely, depending upon the needs of the child.
8. Is accountable for the school's Pupil Premium Plus spend.
9. Ensures that school applications for LAC and PLAC are prioritised and responses to the child's Local Authority (LA) are within 7 days and that children are given a start date.

10. Regularly undertakes audits of LAC and PLAC practice across the school; the findings inform future policies and any actions are followed through promptly.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
3. Understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.
4. Appreciate the central importance of the PEP for LAC in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported¹.
5. Have the level of understanding they need of the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
6. For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress.

WORKING WITH THE VIRTUAL SCHOOL

The DT will contact the Virtual School (VS) for advice, information or guidance as required and will ensure that the VS is:

- Invited to a professionals' meeting pertaining to any escalation of behaviours; the VSH is given the opportunity to explore alternative solutions to a fixed or a permanent exclusion of a child.
- Named on the child's Education, Health and Care Plan (EHCP) referral.
- In receipt of the child's PEP within statutory timescales.
- Made aware of any specific training or development needs. DTs should keep their knowledge current; regular attendance at the DT and DSL termly seminars and other training on offer by the VS is encouraged.

¹ Where this is possible, e.g. this may be difficult to achieve with very young children or some children with special educational needs

The school will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

For more information please see:

[Promoting the education of Looked After Children](#)

[NSPCC Looked after children](#)

[The Virtual school- Brent](#)