

# Looked After Children and Previously Looked After Children Policy



*Adopted by The Learning Village Academy Trust from Stoke On Trent Virtual School*

MAT Policy adopted:	Review Frequency:	Next review date:
July 2021	Annual	July 2022

**Name of Designated Teacher: R Bailey**

**Name of Designated Trustee: C Potts**

**Name of Academy in The Learning Village Trust: Milton Primary Academy**

## CONTENTS

1. Purpose
2. Rationale
3. Definitions
4. Duties and Responsibilities of the trust board
5. Duties and Responsibilities of the headteacher
6. The Role of the Designated Teacher
7. Duties and Responsibilities of all staff

### 1. Purpose

To promote the educational achievement and welfare of *Looked After Children (LAC)* and *Previously Looked After Children (Pre LAC)* within The Learning Village Academy Trust- Milton Primary Academy.

### 2. Rationale

Nationally, it is recognised that Looked After and Previously Looked After Children (LAC and Pre LAC) have suffered abuse or neglect before coming into care, and as a result have suffered disrupted learning. Many have missed extended periods of school and many have special educational needs. The gaps in their learning, and in many cases the emotional impacts of their experiences, are likely to have become significant barriers to their progress.

The statutory guidance, *'The Designated Teacher for Looked-After and Previously Looked-After Children'* DfE, 2018, extended the statutory role of the Designated Teacher (DT) to include Previously Looked After Children because when children cease to be looked after, their educational needs are unlikely to have changed significantly because their care status has changed.

Attainment data for LAC and Pre LAC shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-LAC.

Helping LAC and Pre LAC succeed and providing a better future for them is a key priority for our Trust.

The Trust's approach to supporting the educational achievement of LAC and Pre LAC is based on the following principles:

- Prioritising education and having high expectations
- Listening to the voice of the child and advocating for them
- Promoting attendance and reducing exclusions
- Supporting transition from one class to another
- Targeting support with early intervention and priority actions
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Promoting health and wellbeing
- Working in partnerships with parents, carers, social workers, Virtual Schools and other professionals

### **3. Definitions**

For the purposes of this policy:

- A child 'looked after by the local authority' is one who is looked after within the meaning of section 22 of 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 order or child arrangements order

Schools must ensure that evidence of Pre LAC status is obtained that meets the statutory definition outlined above.

### **4. Duties and Responsibilities of the Trust Board**

- Identify a nominated trustee for LAC and Pre LAC
- Ensure that all trustees are fully aware of the legal requirements and guidance on the education of LAC and Pre LAC
- Ensure that the academy has a DT, and that the DT has appropriate seniority, professional experience and training to carry out their responsibilities of promoting the educational achievement of LAC and Pre LAC.
- Ensure all policies support the needs of this cohort.
- Be aware that Ofsted will focus on LAC and Pre LAC during Inspections and may audit Personal Education Plans (PEPs).
- To ensure that resources are allocated to support appropriate provision for LAC and that they receive the full range of support to which they are entitled to enable them to make progress and achieve.

## **Procedures**

- Monitor the academic progress of LAC and Pre LAC through an annual report or information produced by the DT.
- Ensure that LAC and Pre LAC are given top priority when applying for places in accordance with the academy's admissions criteria.
- Understand the impact Pupil Premium+ has in supporting the needs of LAC and Pre LAC and ensure it is used to meet their needs.
- Work to prevent exclusions and reduce time out of academy, ensuring policies and procedures are flexible and inclusive to ensure LAC and Pre LAC enjoy their time in education, and recognise the extra problems caused by exclusion.
- Support the headteacher, DT and other staff to ensure that the needs of LAC and Pre LAC are recognised and met.

## **Receive a report once a year setting out as a minimum:**

1. The number of LAC and Pre LAC pupils on the school/Academy's roll (if any).
2. Their attendance, as a discrete group, compared to other pupils.
3. Their EYFS/SAT scores, GCSE results, and other qualifications achieved, as a discrete group, compared to other pupils.
4. The attainment and progress of LAC
5. PEP completion and use of Pupil Premium+
6. The number of Fixed Term Exclusions (if any).
7. The destination of pupils who leave the academy.
8. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

## **5. Duties and responsibilities of the headteacher**

- Identify a DT for LAC and Pre LAC and ensure they receive at least two days training per year as outlined in statutory documentation.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and Pre LAC and take action whenever progress, conduct or attendance is below expectations.
- Ensure that all staff receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Ensure that LAC and Pre LAC receive careers advice that takes into account their talents and interests.

## **6. The Role of the Designated Teacher for LAC and Pre LAC**

Government Guidance says that the DT should be 'someone with sufficient authority to make things happen, who should be an advocate for Looked After Children, assessing services and support, and ensuring that the school/academy shares and supports high expectations for them' Statutory Guidance 2018'

### **The DT for LAC and Pre LAC will;**

- Be a qualified teacher working at the school as a teacher or a headteacher or acting headteacher of the school with lead responsibility for this cohort
- Advocate for children in this cohort and be mindful of them during decision making
- Be a central point of contact for parents/carers and professionals within the school ensuring a warm welcome and smooth induction for pupils and their parent/carer.
- Track and monitor academic progress and target support appropriately liaising with the SENCo as necessary.
- Have lead responsibility for the development and implementation of LAC's PEP at least once per term and plan for continuity and meeting Pre LAC educational needs
- Promote a whole school culture where the personalised learning needs of LAC and Pre LAC are met and be a source of advice for teachers and staff
- Undertake appropriate training and take lead responsibility for ensuring school staff understand what can affect how LAC and Pre LAC learn and achieve
- Develop and review whole school policies and procedures to include the needs of LAC and Pre LAC
- Ensure that Pre LAC children are eligible for support by considering the evidence of their pre LAC status.
- Have a leadership role in promoting the educational achievement of every LAC and Pre LAC by being responsible for the impact of the PP+ and build trust with parents/carers about the deployment of this.

## **7. Duties and Responsibilities of all Staff**

All our staff will:

- Have high aspirations for educational and personal achievement
- Advocate for LAC and Pre LAC and ensure they are supported sensitively.
- Listen to the voice of the pupil and respond positively to a pupil's request to be the named member of staff to whom they may talk with.
- Work to enable LAC and Pre LAC to achieve stability within the academy.
- Have an understanding of the key issues that affect the learning of LAC and Pre LAC and actively promote their self-esteem.
- Be aware that many LAC and Pre LAC say they are bullied, so work to prevent bullying in line with the Academy's policy.

### **Special Educational Needs**

The majority of LAC have special educational needs. Of those, a significant proportion may require SEN Support or have an Education, Health and Care (EHC) plan as outlined in the graduated response in the SEND Code of Practice.

This academy recognises that some children may have undiagnosed special needs when they become LAC. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible.