



Grangetown Primary School

Our Children in Our Care (LAC) Policy

Author	Grangetown Primary SLT	Reviewed
Date	September 2020	
Review Frequency	Biannual	
Review Date	November 2020	19.11.2020
Next Review Date	November 2022	

Our Designated Teacher for Looked after Children is:

Charlotte Mott

Our Designated Governor for Looked after Children is:

Lorraine Ackerley

At **Grangetown Primary School** we believe that all Looked After Children have the same rights and entitlements to a high quality education as all children in our school. As a school community we recognise that we have a special duty to safeguard and promote the educational achievements of Looked After Children on our roll and, in partnership with Redcar and Cleveland Borough Council, will take a proactive approach to support their success.

Definitions of Looked after Children:

Under the Children Act 1989, a child is Looked After by a Local Authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

1. Children who are accommodated by the Local Authority under a voluntary agreement with their parents (section 20).
2. Children who are the subject of a care order (section 31(1)) or interim care order (section 38).
3. Children who are the subject of emergency orders for the protection of the child (section 44).

Background:

Looked After Children come into the care system for many reasons, and may have experienced serious problems including abuse and neglect. We recognise that many Looked After Children and young people have suffered from a disrupted school experience – they may have attended a number of schools or been absent for extended periods. Very often their education will have suffered as a result of their early life experiences. The subsequent gaps in their learning are likely to have become barriers to their progress. Looked After Children can often find it harder to trust adults and their capacity to make and maintain friendships can be impaired. Without the right opportunities for a good education, and advocacy and support from within the school, the future life chances for Looked After Children can be bleak.

Our Aims to Support the Education of Looked after Children:

- To provide a safe and secure environment, where education is valued and there is a genuine belief in the abilities and potential of all children.
- To support our Looked After Children and give them access to every opportunity to achieve their potential and to enjoy their learning.
- To narrow the achievement gap and bring the educational achievements of our Looked After learners in line with those of their peers.

(Our school's) approach to supporting the educational achievement of Looked After Children is based on the following key principles:

- prioritising education;
- promoting attendance;
- targeting support;
- having high expectations and aspirations;
- promoting inclusion through challenging and changing attitudes;
- achieving stability and continuity;
- early intervention and priority action;
- listening to children;
- reducing exclusions and promoting stability;
- working in partnership with carers, social workers and other professionals;
- “doing what we do for all children – but more so”.

Responsibility of our Head Teacher:

- Identify a Designated Teacher for Looked After Children (under Regulations 2009, the designated teacher must be a qualified teacher, or head teacher or acting head teacher of the school). Ideally the designated teacher should be a member of the school leadership team and “of sufficient seniority to make things happen....”;
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, attendance and behaviour is below expectations;
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of our Governing Body:

- Appoint a designated teacher for Looked After Children in accordance with regulations and ensure he/she has necessary level of support and resources to fulfil the role.
- Ensure the designated teacher receives appropriate training.
- Identify a designated governor to champion the needs of Looked After Children in the school.

- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's policies and procedures support their needs and do not inadvertently discriminate against them in any way.
- In partnership with the head teacher, monitor the progress of Looked After Children through (at least) an annual report from the designated teacher, setting out:
 - the number of Looked After Children (if any) on the school roll;
 - their attendance, as a discrete group, compared to other pupils;
 - their SAT results (and GCSE results) and other qualifications achieved, as a discrete group, compared to other pupils;
 - the number of looked after children with up-to-date PEPs;
 - progress between key stages, compared to other pupils;
 - the number of fixed term/permanent exclusions (if any);
 - the destinations of pupils who leave the school;
 - any process or planning issues arising from personal education plans
 - whether any of the looked after children are identified as gifted and talented and how those needs are being met;
 - whether any have special educational needs and whether those needs are being met through Statements, or School Action, or School Action Plus;
 - how the Pupil Premium for Looked After Children is being used.

(To protect the child's need for confidentiality, the report must not mention individual children by name or in any other way identify them).

Responsibilities of our Designated Teacher:

- Maintain an up to date list of Looked After Children on the school roll along with relevant details and contacts.
- Ensure a welcome and smooth induction for the child and carer, using the Personal Education Plan to plan for the transition in consultation with the child's social worker.
- Have lead responsibility for ensuring the development and implementation of the child's Personal Education Plan in partnership with the social work, child and his/her carers, and ensure the plan is completed and submitted within two working days of the meeting.
- Ensure that each Looked After Child has an identified member of staff they can talk to – this need not be the designated teacher but should be based on the child's wishes.
- Track and monitor levels of progress, co-ordinate support as necessary and ensure that Looked After Children are prioritised in any selection of pupils for additional support.
- Be a source of advice for school staff about differentiated teaching strategies appropriate for Looked After Children.

- Ensure the child's special educational needs, including those identified as gifted and talented are recognised and acted upon.
- Ensure arrangements are in place to facilitate effective co-operation and communication with carers, social workers, other professionals and partners to help the child get the most out of their educational experience.
- Attend or ensure appropriate attendance at all relevant meeting and contribute to the planning process for Looked After Children.
- Be involved in discussions related to decisions about potential exclusions of Looked After Children and advocate on their behalf to find alternatives where necessary, and ensure the Manager for the Education of Looked after Children is involved in such discussions.
- Report to the governing body, at least on an annual basis, regarding the progress of Looked After Children in the school, compared with their peers.
- Attend appropriate training regarding Looked After Children and their needs and have an understanding of the role of others, including the Manager for the Education of Looked after Children, social workers and carers have in supporting the child's education;
- Make sure that if a Looked After Child leaves the school, the new school is provided with any information, in a timely fashion, to support the transition.

Responsibilities of all our school staff

- Value the education of Looked After Children and have high aspirations for the educational and personal achievements.
- Maintain confidentiality and appreciate sensitivity about who needs to know of their Looked After status.
- Respond positively when a Looked After Child requests them to be their named person to talk to when they need support.
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, and the potential impact this can have on their learning and ability to make and maintain trusting relationships.
- Understand the reasons which may be behind a Looked After Child's behaviour, and why they may need more support than other children.
- Appreciate the central importance of the child's Personal Education Plan in helping to create a shared understanding between teachers, carers, social workers and the child, him/herself.
- Have the level of understanding they need of the role of social workers, Manager for the Education of Looked after Children, and carers in supporting the child's education in partnership with school.

Related Documentation:

- Promoting the Educational Achievement of Looked after Children – Statutory Guidance for Local Authorities – DCSF March 2010;
- Improving the Educational Attainment of Looked after Children in Primary Schools – DCSF 2009;
- Improving the Educational Attainment of Looked after Children in Secondary Schools – DCSF 2009;
- The Role and Responsibilities of the Designated Teacher for Looked after Children – Statutory Guidance for School Governing Bodies – DCSF 2009
- Education of Looked After Children - Policy and Practice – Redcar & Cleveland Borough Council 2011
- School Admission Code – DCSF 2010;
- Improving Behaviour and Attendance: Guidance on Exclusions from Schools and Pupil Referral Units – DfES 2008.

Monitoring and Review:

The head teacher or designated teacher will be responsible for ensuring all staff members are aware of the school's Policy for the Education of Looked After Children.

This Policy will be reviewed by Grangetown Primary School Governing Body on an annual bases, and the educational progress of our looked after children will be monitored by the Governing Body at least once a year, assisted by a report provided by our designated teacher.