



Henleaze Infant School

Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy

<u>Original Author/Person Responsible</u>	G Fricker (Designated Teacher) January 2023
<u>Review Frequency</u>	Every 3 years or in response to national or local policy change <i>Subject to LEA and/or national policy change</i>
<u>Review Group</u>	LGB
<u>Governors Signature</u>	
<u>Reviewed</u> <u>Amendments/Notes</u>	
<u>Next review date</u>	January 2026
<u>Related Policies</u> - the policy should be read in conjunction with these policies	SEN Policy Child Protection and Safeguarding Policy Pupil Premium Strategy Behaviour policy Attendance Policy

Overall aims

- Many LAC (Looked After Children) & PLAC (Looked After Children & Previously Looked After Children) will have experienced disrupted schooling and gaps in learning and all will have experienced trauma through either adverse early life experiences or removal from birth parents' care. At Henleaze Infant School we will do for children in care what we do for all children only more so. We will ensure resources are available to address the needs specific to LAC & PLAC, and that disparity in academic progress in comparison to their peers within school, including patterns in attendance and exclusion and provision for gifted and talented pupils are highlighted and swiftly addressed. We aim to ensure that children in care excel, as we aim for all children to excel. We aim to overcome their barriers to learning and enable them to leave us happy and secure in themselves, achieving the best educational outcomes.

Objectives

Henleaze Infant School will support children in care by:

- ensuring an enhanced, effective induction when joining the school or when coming into care whilst already on the school roll
- balancing high levels of support with real challenge
- ensuring that each child in care has a high quality Personal Education Plan
- ensuring that each PLAC pupil has a Pupil Passport co-constructed with parents/carers and children
- linking each child to a key person they relate well to (usually the class teacher)
- Take account of child voice and adapt provision accordingly
- making it a priority to know the children well and to build strong relationships
- developing strong relationships with parents/carers, local authorities including the Virtual School Head and specialist agencies
- encouraging and supporting children in care to take responsibility for their learning
- engaging children in care in learning outside the classroom and after-school activities
- intervening promptly if a problem emerges such as with behaviour or attendance
- giving integrated but low profile support in school for each child in care so that they are not made to feel different from other children
- planning for future transitions

Definitions

Looked After Children (LAC) or Children in Care (CiC) refers to a child 'looked-after by a local authority' as outlined by section 22 *Children Act 1989* or *Part 6 of the Social Services and Well-being (Wales) Act 2014*.

LAC/CiC are children who are in the care of the Local Authority for more than 24 hours and include children who are

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units

Previously Looked After Children (PLAC) refers to children who are

'...no longer looked after in England and Wales because s/he is 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 persons, or has been adopted from 'state care' outside England and Wales,'

Designated Teacher (DT)

A teacher designated with the responsibility to promote the educational achievement of looked-after children, including those aged between 16 and 18 who are registered pupils at the school. The DT must be a qualified teacher working at the school and must have undertaken suitable training for this role.

Personal Education Plan (PEP)

All looked after children must have a PEP drawn up and reviewed by the local authority responsible for the child, but will have input from all professionals involved with the child. It should identify intended outcomes for social, emotional and behavioural objectives as well as educational outcomes. It is the child's official school record and should be passed on when a child moves to another setting. [Personal Education Plan Guidance](#)

Pupil Premium Plus

Pupil Premium Plus is a government grant to support and promote the education of children and young people in care and those who have been adopted from local authority care. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers.

Virtual School

The Virtual School, called The Hope School in Bristol, offers information and advice to parents, carers and schools to promote the educational achievement of previously looked after children who attend school within Bristol. The monitor and track achievements of pupils in care and challenge settings where necessary to ensure the best outcomes for children.

Virtual School responsibilities:

- Ensure that looked after children are admitted promptly to schools and that, once started, they flourish through good attendance and the best academic attainment and progress
- Are responsible for managing [pupil premium](#) funding for the children they look after and for allocating it to schools and alternative provision (AP) settings (these are places that provide education for children who can't go to a mainstream school).
- Ensure looked after children are doing well at school and intervening when we see they need extra support, for example for children with special educational needs
- To work with teachers in schools to give looked after children access to the best possible expertise to help them succeed. Where appropriate we will challenge colleagues to meet the highest expectations for all our looked after children and to address underachievement
- To work with fellow professionals and adults to ensure excellent outcomes for looked after children are not jeopardised if things are difficult. This includes where a child might be at risk of exclusion or if a school move is necessary for whatever reason

Pupil passport

A document constructed with parents/carers and the pupil to summarise strengths and needs and share expertise on the best ways to support social, emotional, behavior and educational outcomes.

Roles and responsibilities –

The Governor with special responsibility for children in care in this school is: Louise Walton

The designated teacher in this school is: **Gemma Fricker**

The Governor

The Named Governor will ensure that:

- The needs of LAC & PLAC are considered, reflected and supported within all relevant school policies.
- Governors and Senior Leadership are aware of the legal responsibilities and guidance in regards LAC & PLAC in education.
- Our admissions practises continue to give LAC & PLAC the highest priority admission to the school, as outlined within *'School Admissions' DfE guidance 2014*.
- The annual LAC & PLAC monitoring report is scrutinised to ensure that the academic progress of LAC & PLAC pupils is effectively being tracked and challenged.
- Pupil Premium Grant (PPG) and Pupil Premium Plus (PP+) spending is scrutinised ensuring that is used appropriately and effectively.
- Resources are available to address the needs specific to LAC & PLAC, and that disparity in academic progress in comparison to their peers within school, including patterns in attendance and exclusion and provision for gifted and talented pupils are highlighted and swiftly addressed.
- An appropriate member of staff is appointed as Designated Teacher, who has access to training and resources (including time) to undertake their responsibilities, and has the seniority to influence Henleaze Infant school Senior Leadership, to meet and champion the needs of LAC & PLAC throughout the school.
- All staff are supported in recognising and meeting the needs of LAC/PLAC.

The Head Teacher

Is responsible for ensuring that:

- The role of the Designated Teacher (DT) is filled by an appropriate member of staff at all times (including arrangements to allow for staff absences and resignation). The DT should have the seniority to work with Senior Leadership, Governors and all staff to provide information, advice and champion the achievement and needs of LAC & PLAC pupils.
- The DT is provided with the time to fulfil their role and completes the LA Statutory Designated Teacher Training every two years as well as any other training to assist with the fulfilment of their duties.
- Policies and procedures to monitor and address the needs of, and support for LAC & PLAC pupils are in place and adhered to, with reference to academic progress, admissions, attendance, safeguarding and exclusions, and that swift action is taken when concerns arise.
- The school reports on the progress, attendance and conduct of Looked After Children to Governors, the Department for Education, Ofsted and the Local Authority as required.
- The school works proactively with the Local Authority to provide support and address the needs of LAC & PLAC

- All school staff receive relevant training and are aware of their responsibilities in regard to LAC & PLAC as detailed within this policy and related guidance.
- LAC Pupil Premium is used ‘to the benefit of the looked after child’s educational needs as described in their Personal Education Plan (PEP)’
- Allocation of PPG funding for PLAC pupils is informed by the Education Endowment Fund guidance, is outlined within the school’s online pupil premium statement and Example schools Pupil Premium Strategy and is spent appropriately and to benefit the needs of PLAC
- All staff are aware of ‘*Keeping Children Safe in Education*’ guidance, particularly in relation to vulnerable groups and their propensity towards being both the victims and perpetrator of Criminal and Child Sexual Exploitation and abuse.
- The Local Authority (Social Workers and the Virtual School) are informed of the exclusion from school of any LAC.
- An Anti-bullying Policy is in place and stringently followed which recognises that a significant proportion of LAC have experienced bullying at some point.
- The exclusion of LAC & PLAC is avoided, alternatives to exclusion are considered and additional support is put in place to support those pupils at risk of exclusion
- Information in regard to LAC & PLAC is treated confidentially, but also provided swiftly to relevant agencies and new schools.
- The SENCO is aware of those LAC/PLAC children in school, works closely with the DT and prioritises their access to additional support both internally and externally (including EP assessment).

The Designated Teacher (DT) for LAC & PLAC

The Designated Teacher is responsible for and committed to championing the needs and attainment of LAC & PLAC pupils (up to the age of 18), in an effort to bridge the gap and raise their attainment so that it is in-line with their peers.

The DT is a qualified teacher and “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 shares and supports high expectations for them.” or The Headteacher or Assistant Headteacher, as stipulated by *Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009*.

The designated teacher is responsible for:

- Coordinating support for LAC & PLAC in school and providing information, advice and training for staff and governors to raise awareness of their needs. For example, raising awareness of possible Mental Health needs and the impact of poor attachment and trauma on behaviour and learning.
- Being the first point of contact for the Local Authority, LAC & PLAC, their carers and associated professionals, ensuring that a member of staff represents the school at all relevant meetings.
- Ensuring that all staff are trained on Trauma & Attachment.
- Liaising with the Virtual School, Social Workers, Carers and other relevant professionals when LAC & PLAC are experiencing difficulties and or at risk of

exclusion, arranging meetings to share concerns and plan interventions.

- Ensuring that all LAC & PLAC (and their carers) have an identified member of staff that they can approach in school.
- Monitoring the progress of LAC & PLAC throughout the school year culminating in an annual progress report to Governors.
- Coordinating and planning smooth LAC & PLAC educational transitions, including starting school, changing Key Stage etc keeping in mind their needs, in conjunction with the carers, parents, Virtual School and other professionals.
- Swiftly identifying possible learning needs, safeguarding and mental health concerns to the Safeguarding Lead, Mental Health Lead and SENCO where appropriate and jointly planning interventions to address these concerns.
- Encouraging LAC & PLAC pupils to take part in extracurricular activities and trips, and removing any hidden barriers to their involvement.
- Ensuring instances of bullying affecting LAC & PLAC pupils is acted upon swiftly and that appropriate support is put in place.
- Maintaining the confidentiality of LAC & PLAC, sharing personal information on a need to know basis only.
- Using the PLAC PP+ appropriately and creatively to address the needs of PLAC pupils in school.
- Ensuring that LAC & PLAC have access to appropriate ongoing careers advice at the earliest opportunity and that they are encouraged to engage with post 16 education.
- Making sure that LAC & PLAC automatically receive their 'vulnerable group Bursary' and that it is allocated appropriately.
- PEP's (Personal Education Plans)

Ensuring that PEP's for LAC are accurate, effective, relevant and completed within the identified timescales with the child, social worker, carers and any other relevant professionals.

PEP's for LAC children with ECHP's complement rather than mirror the EHCP.

Advising relevant staff of PEP targets, making sure that staff work with pupils to meet their targets.

Ensuring that that the Pupil Premium for LAC is used appropriately to support the child in meeting targets outlined within the PEP.

All staff

- Have high expectations in regard to the achievement of LAC & PLAC pupils.
- Ensure that the individual needs of LAC & PLAC are met through quality, differentiated teaching.
- Are aware that LAC and PLAC have high rates of SEN and flag concerns regarding learning with the SENCO and DT.
- Are aware of the specific needs of LAC & PLAC in relation to Attachment and Trauma and make appropriate adjustment to teaching and classroom management to meet these needs.

- Are aware of the prevalence of LAC & PLAC mental health needs, and flag concerns to the DT and Mental Health lead.
- Work proactively with the DT to ensure that LAC & PLAC meet their targets and achieve, highlighting any barriers to learning, and inclusion at the earliest opportunity.
- Work to ensure the Inclusion of LAC & PLAC within the School community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationships with peers in line with the Anti Bullying Policy.

Additional funding

Children in care are entitled to additional funding to help improve their outcomes and narrow the gap between their outcomes and those of their peers. Which young people are eligible and the amount of such funding available will be determined as a result of government policy.

The school is committed to ensuring effective use of this dedicated funding where available for all eligible children in care on roll to provide additional, personalised support to ensure accelerated progress in order to improve outcomes. The dedicated funding for children in Year R to Year 11 is currently called the LAC Pupil Premium Grant. PLAC pupils receive funding known as Pupil Premium +

The appropriate use of allocated funding for LAC is to be assessed through the Personal Education Plan. The HOPE Virtual School for Children in Care expects 80% of LAC Pupil Premium money to be spent on improving outcomes in English and/or maths.

Henleaze Infant School Pupil Premium Strategy outlines how resources are allocated to priority areas.

Admission/Induction Arrangements

Children in care are a priority for admission and, as such, we will follow the statutory guidance on school admissions. On admission to the school or to care, carers will be given an introductory booklet about the school's expectations and processes and the child will meet with the designated teacher for children in care. The designated teacher will identify any relevant issues, academic or pastoral, and ensure the child is made to feel supported in our school.

On admission, records will be requested from the child's previous school. As soon as practicable after the records are received, a meeting will be held with the carer/parent, social worker, other relevant professionals and the child, as appropriate, to put together a new Personal Education Plan. This early meeting will ensure that communication systems are established early. If records are not received promptly we will undertake our own assessment to make sure that the teaching and support received are appropriate. We will endeavour to meet the statutory time scales for PEPs as outlined in guidance.

When children already on school roll enter care the school will ensure that the student meets with the designated teacher as soon as possible and is fully informed of the school procedures and additional support arrangements available. A meeting with other parties will be arranged and PEP prepared as soon as possible in the same way as for those children already in care admitted to school.

At the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances).

Many children in care do not want school staff to be aware of their care status because it makes them feel “different”. Therefore, we will negotiate with the child to identify who should be aware of their care status. However we recognise that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

School Trips and Special Activities

We aim to ensure that children in care enjoy as many extra curricular opportunities as possible by reserving placements for them on trips or enrichment activities which they are eligible for and allowing sufficient time to gain the necessary consent. The responsibility for giving permission for school trips and enrichment opportunities is that of the social worker, although they often delegate this to foster carers. The person who may give permission will be clarified at the first PEP meeting. If in doubt we will always send consent forms to the social worker.

Through providing resources where necessary and making every effort to gain consent, we will aim to ensure that children in care enjoy the same extra curricular opportunities as other children by reserving placements for them on trips or on activities.

Leaving Arrangements

When a child in care leaves the school we will find ways to say goodbye. We will also ensure the swift transfer of information to the next school.

- Sources of guidance and support:

National policy/statutory guidance

- [Improving the attainment of looked after children in primary schools](#) - DCSF 2009
- [Designated teacher for looked-after and previously looked-after children](#) - DfE 2018
- [Promoting the education of looked after children](#): statutory guidance for local authorities – DfE 2018
- [Department for Education website](#)
- [Pupil Premium information](#)

Bristol policies and guidance – all available at <https://www.bristol.gov.uk/schools-learning-early-years/guidance-policies-and-procedures> unless otherwise shown

- Admissions protocol and operational process
- Attendance plan for CiC example
- Exclusion Procedural Guidance
- Induction and leaving processes for children in care (CiC)
- Model confidential school file for CiC - Some schools requested a template of what a school's file for a CiC should contain. Several designated teachers contributed to this model document
- Model policy for CiC for primary schools - This is intended to be a template for primary schools to adapt according to their own circumstances
- [Personal Education Plan Guidance](#)
 - Glossary for PEP guidance
- Process for agreeing part time timetable
- Process for new children in care/CiC moving
- Pupil Premium policy
- When a child comes into care Guidance for schools on social care processes when a child comes into local authority care
- [Children in care education website](#)

