



Oxspring Primary School

**Policy Title: Looked After Children and Previously
Looked After Children (LAC and PLAC)**

Date of Review: Autumn 2023

Review by: Autumn 2026

Signed by:

Chair of Governors

All policies available at www.oxspringprimary.co.uk

OXSPRING PRIMARY SCHOOL

Looked After Children and Previously Looked After Children Policy



A.Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Oxspring Primary School.

B.Aims and Principles

The policy is underpinned by the central aims of Oxspring Primary and values held by the school community:

C.Aims of the school

- Oxspring is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Oxspring School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D.Background Information

Oxspring Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

Context of Looked After Children (LAC)

Nationally, LAC significantly underachieve and are at greater risk of suspension compared with their peers. Schools have a major part to play in ensuring that LAC are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with the Every Child Matters (ECM) agenda and the school's ethos.

A. Statutory Guidance

This policy takes account of:

- The Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).

Oxspring Primary School's approach to supporting the educational achievement of LAC is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

B. Aims and support for LAC children, including previously LAC (PLAC)

As for all our pupils, Oxspring Primary School is committed to helping every LAC/PLAC to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their attendance and achievement.

The Governing Body of Oxspring Primary School is committed to providing quality education for all pupils and will:

- Ensure a Designated Teacher for LAC is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every LAC, in line with the local authorities guidance on Personal Education Plans.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of LAC when reviewing them:

- Oversubscription criteria (see BMBC Admission criteria).
- The School Rules.
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Child Protection and Safeguarding Policy.
- Special Educational Needs Policy.

The school will champion the needs of LAC and PLAC, raising awareness and challenging negative stereotypes about them in order to ensure that they achieve to the highest level of engagement and achievement possible.

LOOKED AFTER CHILDREN SCHOOL POLICY ATTACHMENTS

RESPONSIBILITY OF THE EXECUTIVE HEADTEACHER

- Identify a Designated Teacher for LAC/PLAC (Mrs H Rolling), whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any suspensions or permanent exclusions of LAC/PLAC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of LAC. OFSTED are likely to select a sample of LAC, tracking their progress/attainment and the impact of any support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

RESPONSIBILITY OF THE GOVERNING BODY

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC.
- Ensure the school has an overview of the needs and progress of LAC.
- Allocate resources to meet the needs of LAC.
- Ensure the school's other policies and procedures support their needs.

Procedures:

The Governing Body will:

- Monitor the academic progress of LAC, through pupil progress/group reports
- Ensure that LAC are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school for the child
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Executive Headteacher, the Designated Teacher and other staff in ensuring that the needs of LAC are recognised and met.

THE ROLE OF THE 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, assessing services and support, and ensuring that the school shares and supports high expectations for them.” At Oxspring the Designated Teacher will link to the role of SENDCo (Special Educational Needs and Disability Co-ordinator).

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child 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 one week before the Care Plan reviews.
- Ensure that each LAC 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. *Members of staff who take on this role may need to be supported by someone from the school’s pastoral staff. They should also be alerted to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school’s Designated Teacher for Child Protection.* The Designated Teacher as at July 2023 is Mrs H Rolling, she is also the Designated Safeguarding Lead.
- Track academic progress and target support appropriately
- Co-ordinate any support for the LAC that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.
- Encourage LAC to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of LAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the prompt and effective 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.
- Be aware that approximately 60% of LAC pupils nationally say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school’s Anti-bullying Policy.
- Ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term.
- Raise awareness in secondary schools that LAC are automatically entitled to an allowance if they go into the sixth form.

THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

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

The Executive Headteacher/the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.