

PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

**TITLE: Looked-After and Previously
Looked-After Children**

**DATE: June 2024
REVIEW: June 2027**

**APPROVED/MONITORED BY: SEND, Pupil Premium & Sports Premium
Designated Governor**

AGREED BY: Whole school staff and Governors

Our Designated Teacher is: Mrs Lindsey Chivers, Headteacher
Our Designated Governor is: Mrs Emma Batley Hammond

The Children Act (2004) places a duty to safeguard children in care, to promote their educational achievement and to ensure each child can “achieve and reach their full potential.” The collective responsibility of Local Authorities and schools to achieve this are set out under six principles:

- Prioritising Education.
- Maintaining high expectations and aspirations.
- Inclusion – changing and challenging attitudes.
- Achieving continuity and stability.
- Early intervention and priority action.
- Listening to the child’s voice at all stages of care and education planning.

Prior Heath Infant School believes that, in partnership with Surrey County Council, we have a special duty as Corporate Parents to safeguard and promote the education of looked-after (LAC) and previously looked-after (PLAC) children.

Definitions

Looked-after Children (LAC) are registered pupils that are: In the care of a local authority, or provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours.

Previously Looked-after Children (PLAC) are registered pupils that fall into either of these categories: They were looked after by a local authority but ceased to be as a result of any of the following:

- A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them.
- A special guardianship order.
- An adoption order.

School responsibilities

Many children in care have experienced abuse, neglect or other forms of trauma. It's important that children in care are provided with the care and support they need to be healthy and safe, have the same opportunities as their peers and move successfully into adulthood. Therefore, **at Prior Heath, we ensure that:**

- A suitable member of staff is appointed as the Designated teacher (DT) for looked-after and previously looked-after children for the school.
- The educational achievement and welfare of looked-after and previously looked-after children is promoted within our school.
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.
- We nominate a school governor to ensure that the needs of our looked-after and previously looked-after children are prioritised at a school management level. The school governor will also support the DT in their role as advocate and educational champion.
- The DT attends statutory training provided by the Surrey Virtual School (SVS) and other external agencies.
- A Personal Education Plan (PEP) is completed for every looked-after child and forms part of their Care Plan. PEPs are reviewed at least once a term though more may be required if, for example, a child moves school.
- For previously looked-after children, the school will work collaboratively with parents / guardians to complete an Education Plan for Previously Looked-after Children (EPPLAC) which will be regularly reviewed and updated.

The Designated Teacher (DT) will:

- Act as an advocate for looked-after and previously looked-after children.
- Have high expectations of looked-after and previously looked-after children's involvement in learning and educational progress.
- Monitor the educational progress of all looked-after and previously looked-after children to ensure they are reaching their potential and feel a part of the school community.
- Maintain an up to date record of all looked-after children who are on the school roll. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. foster, respite, residential.
 - Name of Social Worker, area office, email address and telephone number.
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - SEND Code of Practice.
 - Child Protection information when appropriate.
 - Baseline information and all test results.
 - Attendance figures.
 - Suspensions and Exclusions.

- Ensure that there is a termly Personal Education Plan (PEP) for each child/young person which includes appropriate targets, the child's views and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. EHCP, SEND Support Arrangements etc. Each PEP meeting will be attended by either the DT or staff member with delegated responsibility with all possible sections of the PEP completed before the meeting date.
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority. Where possible, the DT will attend the first PEP at the new school to assist transition and target setting.
- Ensure that systems are in place to identify and prioritise when looked-after children are underachieving and have early interventions to improve this in line with existing school policy.
- Ensure that an appropriate staff member attends LAC Reviews and/or prepares a written report which promotes the continuity and stability of their education.
- Swiftly intervene if there is evidence of individual underachievement or absence from school, taking action to communicate any difficulties as soon as possible.
- Be the named point of contact for staff seeking information on the educational, social, emotional and wellbeing needs of looked-after and previously looked-after children.
- Be the named contact for liaising with carers, Surrey Children's Services and the Virtual School, ensuring the speedy transfer of information between key partners.
- Provide a programme of transition support, as appropriate, for any child leaving school in the middle or end of the academic year.
- Present regular reports to school governors.
- Access statutory training events organised by Surrey Virtual School (as a minimum requirement) and other external agencies.
- Cascade training to school staff and governors as appropriate.

The designated School Governor will:

- Ensure the appointment of a fully-qualified (QTS) Designated Teacher.
- Champion the needs of looked-after and previously looked-after children and young people, supporting the work of the Designated Teacher by ensuring they have access to all support and training needed to fulfil their role.
- Monitor the school's policies and ensure they are effective in reflecting the needs of looked-after and previously looked-after children.
- Ensure all governors are fully aware of legal requirements and guidance on the education of children in care, including the DfE Statutory Guidance on Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk).
- Examine whether the school is making the fullest possible use of all available resources, including Pupil Premium Plus funding, to maximise progress and attainment.

- Ensure that looked-after and previously looked-after children are placed on school roll without delay, recognising the importance of re-establishing school stability for care experienced children and young people.

Related Policies

Staff should refer to the following policies that are related to this policy:

- Behaviour
- Child Protection and Safeguarding
- SEND and Inclusion