

Jennett's Park CE Primary

Looked After Children Policy



Date reviewed	March 2025
Date of Next review	March 2028
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Website Status	Statutory

At Jennett's Park CE Primary School we believe that all of our pupils are entitled to a broad and balanced curriculum which is organised so that it can be accessed effectively by our pupils individually or in groups. Because of this belief, we aim to promote the educational achievement and welfare of pupils in public care. Our school welcomes Looked After Children (LAC) who may be looked after by our local authority or those who may be in the care of another authority but living in the catchment area.

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of Looked After Children under section 52 of the Children Act 2004" and associated guidance on the education of Looked After Children. It also covers Post Looked After Children (PLAC). Children who are living with people other than their own family might also fall into the Special Guardianship or Adoption Categories and it is important to treat all four in the same.

Governor Responsible: Claire Willmot
Designated Leads: Gemma Robinson SENDCO

Our approach

At Jennett's Park CE Primary School, we are proud of our distinctive ethos and our caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all our pupils to grow into well-rounded, happy and curious learners in an environment where they feel safe and well supported. We want for children to live life in all its fullness (John 10:10)

Jennett's Park CE Primary School's approach to encouraging and supporting the educational achievement of Looked After Children is based on the following principles:

- prioritising education set within an inclusive context which makes adjustments to ensure a personalised curriculum
- listening to the Look After and Post Looked After Child
- working closely with the children's home carers, voluntary and statutory agencies
- promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment
- identifying need, including social and emotional as well as learning needs or more able and talented skills and abilities
- targeting support, including accessing resources from other agencies as well as provision from school resources
- having consistently high expectations

Admission arrangements

We recognise that due to care arrangements Looked After Children may enter school mid-term and that it is of major importance that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

Our school recognises that Looked After Children are an 'accepted group' and will prioritise LAC/PLAC and special guardianship in the school's over subscription criteria following the DFES School Admissions Code.

Responsibility of the Head teacher

- Identify a Designated Teacher(s) for LAC whose role is set out below.
- It is essential that another appropriate person is identified quickly should the Designated Teachers leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children to all parties involved.
- 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 Looked After Children:
- The Education (Admission of Looked After Children England) Regulations 2006. Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

- Ensure that the school has an overview of the needs and progress of Looked After Children, Previously looked after and special guardianship.
- Allocate resources to meet the needs of LAC, PLAC and SGO
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the DT is enabled to carry out his or her responsibilities as below.
- Support the Head teacher, the DT and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Where anonymity can be given, Governors are to receive a report setting out:
 - The number of LAC/ PLAC / SGO pupils on the school's roll (if any).
 - Their attendance, as a discrete group, compared to other pupils.
 - Their Teacher Assessment, as a discrete group, compared to other pupils.
 - The number of fixed term and permanent exclusions (if any).
 - The destinations of pupils who leave the school.
 - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

The role of the Designated Teacher

- Ensure a welcome and smooth induction for the child and their carer, using the Electronic Personal Education Plan to plan for that transition in consultation with the child's social worker and arrangements are put in place to ensure their needs identified and met.
- This may include providing basic equipment and resources if necessary and providing appropriate support in meeting uniform requirements if needed.
- Ensure that an Electronic Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Maintaining an up-to-date record of the LAC in school, including those in the care of other authorities and ensuring all necessary information is passed to staff as required
- Ensure that each LAC have 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.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school liaising with teaching and non-teaching staff in school, including the person responsible for Child Protection as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage LAC/ PLAC may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Promote inclusion in all areas of school life and encourage Looked After Children to join in extra-curricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the rapid 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.
- Be aware that 60% of Looked After Children 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 attendance is monitored.
- Attending training as required to keep fully informed of latest developments and policies regarding Looked After Children.

The responsibility of the all staff

- Have high aspirations for the educational and personal achievement of LAC/PLAC, as for all pupils.
- Maintain confidentiality and ensure LAC learners are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked After Children to achieve stability and success within school.
- Promote the self-esteem of all Children who are LAC and PLAC.
- Have an understanding of the key issues that affect the learning of Children that are Looked After.
- Be aware that 60% of Children who are Looked After say they are bullied so work to prevent bullying in line with the School's policy.

Confidentiality

Information on Looked After Children will be shared with school staff on a “need to know” basis.

The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Record keeping and information sharing

The Designated Teacher will keep an up-to-date record of Looked After Children, Post Looked After Children and those of Special Guardianship/Adoption and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Looked after Children starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the child. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly. Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition. It is vital that the Looked After Children is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Exclusions

Jennett's Park CE Primary School recognises that Looked After Children may be vulnerable to exclusions. Where a LAC is at risk of exclusion, our school will follow every practicable means to maintain the child in school. A multi-professional meeting may be arranged, bringing together all those involved with the child to discuss strategies to minimise the risk of exclusion. The child's Personal Education Plan will reflect strategies to support the child. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening. Please see the Behaviour Policy for more information.

Staff development and training

Arrangements will be made to ensure that the Designated Teacher is kept up-to-date with developments relating to the education and attainment of LAC by attending Network meetings and training. Other staff will receive relevant training and support to enable them to work sympathetically and productively with LAC, including those who are underachieving or at risk of underachieving or who have additional needs. Teachers with responsibility for Special Educational Needs provision and for children who are more able will be informed of those LAC and PLAC learners who have particular strengths or learning needs and will work with them appropriately.

Home-school liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable each child to achieve their potential. Consultation meetings as well as ePEP and Care Plan review meetings will provide opportunities to continue to develop this partnership working.

Links with other agencies

The school recognises the value of working together with other agencies and organisation and will work closely with colleagues from services involved with LAC including Social Care teams; Educational Psychologist; Health Services, CAMHS. Information of services provided by Bracknell Forest can be found here. <http://sayitloudsayitproud.co.uk/>

Designated Governor

Our Looked After Children governor, Claire Tootil provides the link between the governing body and the staff, meeting periodically with the Lead Professional to discuss the current policy practices, and reporting to the governing body as agreed.

Monitoring

This policy will be reviewed continuously re: its effectiveness in meeting the needs and progress of our Looked After Children.

Review

It will be reviewed after three years and earlier , if needs dictate.