



Moorside High School

Looked After Children (LAC) Policy

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Date Reviewed:May 2019
Date of Next Review:May 2020.....
Reviewed by:Inclusion Committee

May 2019

This policy has been written using the statutory guidance for Local Authorities – Promoting the education of Looked-after children and previously looked-after children 2018

The Objective

To promote the educational achievement and welfare of pupils who have a Looked-After Pupil (LAC) status, also referred to as Children in Care (CIC) and children previously looked-after.

The Name of the Co-ordinator for Looked after Children

Mrs Lisa Burke

The Role of the Designated Teacher for Looked-After Children (LAC)

“Statutory guidance on the duty of local authorities to promote the educational achievement of Looked After Children under section 52 of the Children Act 2004” (Nov 2005) and associated guidance on the education of LAC.

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them, this also applies to ‘eligible’ children (LAC aged 16-17) and those placed for adoption.

Previously Looked-after children- These are children subject of an adoption, special guardianship or child arrangement order. Local authorities should provide information and advice to any person that has parental responsibility for the child.

We aim to contribute towards achieving the five outcomes of Every Child Matters, which is the Government’s aim for every child, whatever their background or their circumstances:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being.

At Moorside High school we will endeavour to ensure that LAC and previously LAC have access to a broad and balanced curriculum, provide differentiation appropriate to the individual needs and ability of each child. Encourage pupils

to take part in extra-curricular activities. Ensure carers are kept up to date on progress and attainment and allow LAC/previously LAC, where practicable, to be involved in decisions about their provision.

Who are Looked-After children?

Under the Children Act 1989, a child who is Looked-After by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

1. Children who are accommodated under a voluntary agreement with their parents (section 20)
2. Children who are the subject of a care order (section 31) or interim care order (section 38)
3. Children who are the subjects of emergency orders for their protection (sections 44 and 46)
4. Children who are compulsory accommodated- this includes children remanded to the Local Authority or subject to a Criminal Justice Supervision Order with a residence requirement (section 21)

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989- they may live with foster carers, in a children's home, in a residential school, with relatives or with a parent under supervision. Children who are cared for on a voluntary basis are accommodated by the local authority under section 20 of the Children Act- they may live in foster care, in a children's home or in a residential school. All these groups are said to be 'Looked after Children'- LAC. They may be Looked -After by our local authority or may be in the care of another authority but living locally.

Our school aims to:

- Ensure that school policies and procedures are followed for Looked-After Children.
- Ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantages faced by children

and young people 'looked-after' and understand the need for positive systems of support to overcome them;

- Inform members of staff of the general educational needs of children who are looked-after, and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils, etc;
- Act as an advocate for children and young people in public care;
- Develop and monitor systems for liaising with carers, the Social Services Department (SSD) and the Education Service of the relevant Education Authorities,
- Hold a supervisory brief for all children being looked-After, e.g., to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date
- Monitor the educational progress of all children who are Looked-After in order to inform the school's development plan;
- Intervene if there is evidence of individual underachievement, absence from school or internal truancy, and
- Ensure the involvement of the Careers Service with children in Years 9, 10 and 11 who are Looked-After.
- Complete Personal Education Plans (PEPs) every term.

Pupil Premium Plus

- The designated teacher will ensure that the Pupils Pupil Premium Plus Funding is used to help individual pupils to close the gap between LAC and Non LAC, in particular for; Mathematics and English. Please see the pupil Premium Policy for further guidance on how the school supports pupils eligible for the Pupil Premium Grant. This can be found on the school website. www.moorsidehigh.net
- The Education Endowment Fund Tool Kit is used to help identify impactful spending.

- The term LAC from this point will also include previous LAC.

Work with individual Looked-After Children

- To work with individual children, possibly through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and / or pupils;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To help ensure that each pupil has a Personal Education Plan (PEP). (NB- the PEP should be initiated by the young person's Social Worker, in conjunction with the Head of Key Stage and Designated LAC person in school).
- To supervise the smooth induction of a new Looked-After child into the school

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To help co-ordinate education and review meetings, so that the Personal Educational Plan can inform the child's Care/Educational Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings;
- To be the named contact for colleagues in Education and
- To ensure the speedy transfer of information between agencies and individuals, and to report on the progress of all Looked-After Children to Education

Training

- To develop knowledge by attending training events organised by the Local Authority; and
- To cascade training to school staff as appropriate

The name of a Governor with special responsibility for looked-after children:

Mrs Walker

The role of that Governor

The named governor will report to the Governing Body on an annual basis:

- The number of Looked-After pupils and previously LAC in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils (Closing the gap);
- The attendance of pupils as a discrete group, compared to other pupils;
- The level of fixed term / permanent exclusions; and
- Pupil destinations

The named governor should be satisfied that the school's policies and procedures ensure that Looked-After pupils have equal access to:

- The National Curriculum;
- Public examinations;
- Career guidance;
- Additional educational support;
- Extra curricular activities; and
- Work experience

Responsibility for LAC in School

It is important that all teaching staff that are in contact with the child or young person is aware that he / she are being Looked-After by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher and / or the Co-ordinator for Children in Public Care persons. It is appropriate for a Classroom Support Assistant to have knowledge that the young person is being Looked-After only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Co-ordinator for Children in Public Care.

Admission Arrangements

The Local authority will give the highest priority in their oversubscription criteria to Looked-after and previously Looked-after as defined in the school admission code.

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer / parent / Social Worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan (PEP). An appropriate school induction will take place.

Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared

with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker / teacher / carer prepares the child for situations when they may be asked about home, eg by other pupils in the playground.

Communication with Other Agencies

Schools should ensure that a copy of all reports (eg, end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

Schools, the Education Service and the Social Services Department should endeavour to co-ordinate their review meetings, eg to have an Annual Review of a Statement combined with a Statutory Care Review.

Social Services, the Education Service and schools will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, eg, if school is considering exclusion, there is a change of care placement or there are significant attendance issues.

Assessment, Monitoring and Review Procedures

Each Looked-After pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing this document. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance
- Achievement Record (academic or otherwise);
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations)

The PEP will be updated at least every six months, as part of the Statutory Reviewing Process carried out by the Social Services Department. The Designated Teacher will attend an annual LAC review.

The named governor will report annually to the Governing Body on the progress of all looked-after children against the key indicators outlined above.

If you would like to contact the school for more information please use the following:

lburke@moorside.staffs.sch.uk Designated LAC Teacher and SENCO

Lday-elks@moorside.staffs.sch.uk Inclusion Manager and Attendance advisor

www.moorsidehigh.net