



# Looked After Children Policy

This policy was approved and ratified by People & External Relations Committee  
of Cox Green School  
on 12<sup>th</sup> May 2020

Version	Authorisation	Approval Date	Effective Date	Next Review
V1	People & External Relations Committee	12/5/20	12/5/20	May 2023



## Introduction

Educational achievement and subsequent life chances for LAC and previously-LAC are of real concern. Students who are looked after require special treatment and additional attention in order to improve their situation.

Cox Green School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our students. With this in mind, we aim to:

- Encourage students to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that students enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help students develop their cultural, moral and social understanding.

## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and student referral units in England'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

1.2. This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Behavioural Policy
- Home School Agreement
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Inclusion Policy

## 2. Definitions

2.1. "Looked after children (LAC)" are defined as:



- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

2.2. "Previously-LAC" are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

### 3. Roles and responsibilities

3.1. The governing board is responsible for:

- Ensuring the school has a coherent policy for LAC and previously-LAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for LAC and previously-LAC has received the appropriate training.
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and previously-LAC safe.
- Ensuring LAC and previously-LAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the annual report produced by the designated teacher to evaluate the progress of LAC in the school.
- Ensuring they receive feedback from the Headteacher regarding the effectiveness of the policy on an annual basis.

3.2. The Virtual School Head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, including those placed out-of-authority.



- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to LAC and previously-LAC.
- Working with the school to ensure all LAC in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for LAC.
- Acting as a source of advice and information to help parents of previously-LAC as effectively as possible.
- Managing the school's allocation of student premium plus (PP+) for LAC.
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the Headteacher and designated teacher if they have a student on roll who is looked after by the LA.
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a student's PEP.
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC.
  - Avoid delays in providing suitable educational provision.
  - Ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures.

3.3. The Headteacher is responsible for:

- Appointing the designated teacher for LAC and previously-LAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board annually on the following:
  - The number of LAC and previously-LAC in the school
  - An analysis of assessment scores as a cohort, compared to other student groups
  - The attendance of LAC and previously-LAC, compared to other student groups
  - The level of fixed term and permanent exclusions, compared to other student groups
- Ensuring all members of staff are aware that supporting LAC is a key priority.
- Ensuring PP+ for previously-LAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of LAC.

3.4. The designated teacher for LAC and previously-LAC is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to LAC and previously-LAC.
- Promoting the educational achievement of LAC and previously-LAC at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.



- Ensuring LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that LAC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all student needs are met.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.
- Working with the Headteacher to submit an annual report to the governing board, which details the progress of all LAC and previously-LAC.

3.5. The DSL is responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

3.6. The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for LAC and previously-LAC.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously-LAC.

3.7. Staff are responsible for:

- Being aware of LAC and previously-LAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards LAC and previously-LAC.
- Promoting the self-esteem of LAC and previously-LAC.

## 4. Barriers to learning

4.1. Looked After Children are a vulnerable group, who may also face additional barriers. The following have been identified as common factors which can contribute to underperformance of Looked After Children:

- Unmet emotional, social, mental and physical health needs
- Lives often characterised by instability
- Attachment issues
- Early life trauma
- Erratic attendance
- Insufficient help with their education if they fall behind
- Primary carers not equipped to provide sufficient support and encouragement for learning and development
- Gaps in their learning with a fragmented education history
- Insufficient tracking and monitoring of progress resulting in a delay in implementing support
- Low self-esteem and self-confidence
- Schools not having high enough expectations and aspirations for LAC
- School Exclusions and No School Place



- 4.2. It is, therefore, essential that schools promote the achievement of such vulnerable children. Cox Green School has a Designated Teacher for Looked After Children to ensure that all the educational needs of Looked After Children are met. We also have a School Counsellor/Inclusion Leader who regularly works with each Looked After Children, to ensure that their emotional welfare needs are met.

## 5. Attainment

- 5.1. We have high expectations of Looked After Children and are continuously striving to close the attainment gap between Looked After Children and their peers. We closely monitor and track the attainment and progress of each Looked After Children, every half term. To improve the attainment of our Looked After Children, we ensure the following:

- A framework of high expectations and aspirations for Looked After Children
- A curriculum that provides stretch and challenge
- A Personal Education Plan (PEP) that is of high quality
- An understanding of the common barriers to learning often experienced by Looked After Children and identifying strategies that will mitigate their impact
- Rigorous monitoring and tracking of the academic and social performance of Looked After Children Appropriate forms of support with early intervention
- A culture that takes account of the student's views and engages Looked After Children in the target setting process
- Recognition of the role of carers as partners in learning and engaging them fully in all aspects of their child's education
- Strong pastoral support with the Designated Teacher at the centre of communication
- A child-centred multi-agency approach
- Effective use of the Student Premium funding where the impact of interventions implemented are critically monitored and evaluated
- All staff to have high expectations and high aspirations for Looked After Children
- Looked After Children are encouraged to join extra-curricular clubs to build relationships and work on their strengths and interests

## 6. Attendance

- 6.1. The Designated Teacher for Looked After Children monitors and records attendance and punctuality of each Looked After Children. This information is shared with the child's Social Worker and Carer(s) at PEP meetings.
- 6.2. If a Looked After Child is identified as having poor attendance or punctuality, the Virtual School will be alerted and targets will be set.
- 6.3. At Cox Green School, attendance is celebrated through several incentives linked to our behaviour and achievement policy.

## 7. Confidentiality

- 7.1. Information on Looked After Children is shared with school staff on a 'need to know' basis.
- 7.2. Information about Looked After Children is only shared with relevant parties, e.g. Social Workers and Carers and is not discussed with anyone else outside of school.



- 7.3. Personal information divulged to the School Counsellor/Inclusion Leader by individual Looked After Children is shared at PEP meetings when necessary, but is not discussed outside of these meetings, unless such information raises a safeguarding issue. In such cases, the school Safeguarding Policy and procedures will be followed.
- 7.4. Any reports to the Governing Body in relation to Looked After Children will not include names of children.

## **8. Personal Education Plan (PEP)**

- 8.1. All LAC must have a care plan; PEPs are an integral part of this care plan.
- 8.2. The PEP is an evolving record of what needs to happen for a student to enable them to make the expected progress and fulfil their potential.
- 8.3. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.
- 8.4. The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.
- 8.5. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.
- 8.6. The PEP will address the student's full range of education and development needs, including:
  - On-going catch-up support, which will be made available for children who have fallen behind with work
  - Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
  - Transitional support where needed, such as if a child is moving to a new school.
  - School attendance and behaviour support, where appropriate.
  - Support to help the child meet their aspirations, which includes:
    - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
    - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
    - Out-of-school hours learning activities, study support and leisure interests.

## **9. Working with agencies and the VSH**

- 9.1. The school will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers or residential social workers.
- 9.2. The school will coordinate their review meetings;
- 9.3. The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard LAC and previously-LAC.
- 9.4. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.
- 9.5. The designated teacher for LAC and previously-LAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP.
- 9.6. Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.
- 9.7. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.



- 9.8. PP+ for previously-LAC will be allocated directly to, and managed by, the school.
- 9.9. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or previously-LAC, and according to their needs.
- 9.10. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.
- 9.11. The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.
- 9.12. The school will share their expertise on what works in supporting the education of LAC and previously-LAC.

## **10. Training**

- 10.1. The designated teacher and other school staff involved in the education of LAC and previously-LAC have received the appropriate training, this includes information about the following:
  - School admissions arrangements
  - SEND
  - Attendance
  - Exclusions
  - Homework
  - GCSE options
  - Managing and challenging behaviour
  - Promoting positive educational and recreational activities
  - Supporting students to be aspirational for their future education, training and employment
  - Safeguarding

## **11. Student mental health**

- 11.1. LAC and previously-LAC are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.
- 11.2. The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and previously-LAC, and knows how to access further assessment and support, where necessary.

## **12. Exclusions**

- 12.1. Past experiences of LAC and previously-LAC will be considered when designing and implementing the school's Behavioural Policy.
- 12.2. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and student referral units in England' and, as far as possible, avoid excluding any LAC.
- 12.3. Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.
- 12.4. Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the student's education in the event of exclusion.



- 12.5. The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.
13. Students with SEND
- 13.1. Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.
- 13.2. The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress.
- 13.3. If appropriate, the VSH will be invited to comment on proposed SEND provision for previously-LAC.

## **14. Information sharing**

- 14.1. Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of LAC and previously-LAC are understood and met.
- 14.2. The arrangements set out include:
- Who has access to information on LAC and previously LAC and how data will remain secure.
  - How students and parents are informed of, and allowed to challenge, information that is kept about them.
  - How carers contribute to and receive information.
  - Mechanisms for sharing information between the school and relevant LA departments.
  - How relevant information about individual students is passed between authorities, departments and the school when students move.

## **15. Communication of policy**

This policy will be published on the school website and on the staff information drive.

## **16. Evidence of implementation**

This policy and reports relating to it will be presented to the People & External Relations Committee

## **17. Review of Policy**

This policy shall be reviewed every three years.