TOWNLEY SCHOOL
AND
PRE- SCHOOL
Children who are Looked After or Previously Looked After Policy

Statement of intent
At Townley School, we recognise that 'Looked After Children' (LAC) and 'Previously Looked After Children' may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty. Educational achievement and subsequent life chances for looked after and previously LAC are of real concern. Children who are looked after require special treatment and additional attention in order to improve their situation. Townley School endeavours to provide positive experiences and offer stability, safety, and individual care and attention, for all our children. With this in mind, we aim to:

- Encourage children to reach their potential and to make good progress in relation to their academic, social and emotional development.
- Ensure that children enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for LAC realistically and using the schools resources efficiently in order to ensure their needs are met.

Legal framework
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 (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'

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

- Admissions Arrangements
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy

Definitions
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, as 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.

Previously- LAC are defined as:

- Children no longer looked after by an LA in England and Wales because they 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).

Roles and responsibilities

The governing body 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 LAC and previously-LAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Evaluating the progress of LAC through reports, discussion or meeting with the designated teacher. Due to small cohort sizes this may vary to ensure individual children cannot be identified

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 Virtual School Head (VSH) understand the support available to LAC and previously-LAC.
- Promoting the educational achievement of LAC and previously-LAC at the school.
- Acting as the main contact for social services and the education department.
- 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 the needs of LAC are prioritised for support.
- Leading on how the child's personal education plan PEP (or ePEP) is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENDCo to ensure all pupil needs are met.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the headteacher to submit an annual report to the governors, which details the progress of all LAC and previously-LAC.

The SENDCo 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.

Staff are responsible for:

- Being aware of LAC and previously-LAC in their classes 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 and wellbeing of LAC and previously-LAC.

Personal education plans (PEPs)

- All LAC must have a care plan; PEPs are an integral part of this care plan.
- The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential.
- The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

- The school will work with other professionals and the child's carers to use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.
- All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.
- The PEP will address the pupil's full range of education and development needs.

Working with agencies and the VSH

- 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.
- Ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers. The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.
- 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.
- 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 and agree on how pupil premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress.
- PP+ for previously-LAC will be allocated directly to, and managed by, the school and 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.
- The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

Training

The designated teacher and other school staff involved in the education of LAC and previously-LAC have received the appropriate training,

Pupil mental health

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. 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.

Exclusions

Past experiences of LAC and previously-LAC will be considered when designing and implementing the school's behaviour policy. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any LAC. Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity. Exclusions will only be considered as a last resort; where exclusion is considered, the school will work with the VSH, and others, to consider what additional support can be provided to prevent exclusion, and any additional arrangements that can be made to support the pupil's education in the event of exclusion.

Pupils with SEND

Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child' PEP

and care plan reviews. The SENDCo, class teacher, designated teacher and specialists will involve parents/carers when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for previously-LAC.