





LOOKED AFTER CHILDREN POLICY

**RAWMARSH ASHWOOD
PRIMARY SCHOOL**

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Rawmarsh Ashwood Primary School Policy
for LAC/PLAC children

Rationale

Rawmarsh Ashwood Primary School recognises that LAC and PLAC can experience specific and significant disadvantages within a school setting. We are committed to ensuring that they reach their potential in all areas. We recognise that LAC and PLAC may have faced significant trauma in the form of adverse childhood experiences (ACES) including abuse, neglect, loss and/or rejection. When children are exposed to these adverse and stressful experiences, it can have a long-lasting impact on their learning, as well as on their ability to think and to interact with others.

Despite having as broad a range of abilities as their peers, national progress and attainment data clearly shows that LAC and PLAC are at greater risk of exclusion and are particularly vulnerable to underachievement. Helping LAC succeed and providing a better future for them is a key priority in our school. Rawmarsh Ashwood Primary School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every LAC and PLAC can be successful. We believe that this school has a major part to play in ensuring that LAC can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing. School can be a source of stability for children who may have been subject to emotional distress and disruption. School can be the place where children maintain friendships and a place where they feel safe and thrive.

Policy (Legal Framework)

Looked after children (LAC)

The term 'looked after' has a specific, legal meaning, based on the Children Act 1989: a child is 'looked after' by a local authority if they fall into one of the following:

- is provided with accommodation, for a continuous period of more than 24 hours, [Children Act 1989, Section 20 and 21]
- is subject to a care order [Children Act 1989, Part IV]
- is subject to a placement order

Previously LAC children (PLAC) PLAC children are those who:

- are no longer LAC by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Every local authority is required to appoint an officer to make sure that their duty to promote the educational achievement of LAC and PLAC is properly discharged; this officer is called the Virtual School Head (VSH). The duties of the VSH are defined in the DfE statutory guidance "Promoting the education of looked after children and previously looked after children" – February 2018. The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff, undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll; this person is the 'designated teacher' (DT).

The duties of the DT are defined in the DfE statutory guidance "The designated teacher for looked after and previously looked-after children" – February 2018.

Principles

Rawmarsh Ashwood Primary School and the Designated Teacher are committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC and PLAC.
- Providing a climate of acceptance and challenging negative stereotypes.
- Having high expectations for the child and ensuring equal access to a balanced and broadly-based education that meets the needs of the individual child.
- Ensuring that (LAC and PLAC) students have the opportunity to participate fully in all aspects of the school, including the curriculum, careers guidance, extra-curricular activities, work experience.
- Ensuring LAC have a PEP that addresses all aspects of education including health and wellbeing and ensures that appropriate support is in place to promote progress.
- Ensuring that carers/parents, social workers and virtual school staff (where relevant) are kept fully informed of their child's progress and attainment.
- Ensuring that (LAC and PLAC) students are involved, where practicable, in decisions about their education, including affecting their future provision.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring an appropriately trained DT is appointed, who will be responsible for all LAC and PLAC.
- Prioritising a reduction in exclusions and promoting attendance.
- Ensuring discretion when addressing a child's care status and ensuring there is sensitivity to the background of children who are looked after, especially regarding lessons of a potentially sensitive nature.

Admissions

Rawmarsh Ashwood Primary School welcomes all LAC pupils. All LAC and PLAC should have the highest priority within school admission arrangements. The school recognises that LAC and PLAC are an 'excepted group' and will be prioritised in our oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006). Due to care placement changes, LAC children may enter the Academy mid-term. It is vital that these students are given a positive welcome. If necessary, they may need to be offered additional support and preentry visits to help the student settle.

The PEP (Personal Education Plan)

A PEP will be initiated within 20 school days of the LAC starting at the school or being taken into care and will be reviewed regularly and as necessary (at least termly and within 6 months of the previous PEP). The PEP will provide a regular opportunity to review progress, note any concerns, ensure appropriate support is in place and set SMART targets. The child should be involved in their PEP by attending the meeting and/or sharing their views or in another way (e.g. gathered by the DT before the meeting). We have robust arrangements in place to ensure that any undiagnosed special educational needs are reflected in the PEP and addressed through the Special Education Needs and Disability (SEND) framework as soon as possible.

Pupil Premium Plus (PPP)

PPP for LAC will be delegated to schools by the relevant virtual school. We will allocate the Pupil Premium Plus funding (PPP) to support appropriate provision for individual LAC, meeting the

objectives set out in this policy and the child's PEP. We will work in partnership with the child's Virtual School to ensure that LAC receive the full range of support to which they are entitled to enable them to make progress and achieve in all aspects of school life. For PLAC, the PPP funding will go directly to the school's budget if the child is listed as PLAC on the January census. The use of this funding will be identified carefully to ensure that the needs of each child are being met.

Exclusions

At Rawmarsh Ashwood, we recognise that LAC and PLAC are particularly vulnerable to exclusions. Where a LAC/PLAC is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion. If an exclusion is unavoidable, the reintegration meeting should consider all possible measures and resources that provide support and prevent further exclusions.

Confidentiality

We will maintain and respect the child's confidentiality in consultation with the social worker, carer, young person, and other parties. Once this has been agreed, complete confidentiality is to be maintained and information on LAC will be shared with school staff on a "need to know" basis. All staff will do their utmost to maintain the child's confidentiality e.g. avoiding reference to their care status/PEP meetings in front of their peers. Information shared with school staff will be relevant to the child's needs and support requirements in school to ensure that the child can be supported by every member of staff in school. This will support the nurturing role of the whole school.

Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with LAC and PLAC, such as Social Care teams; virtual schools, Educational Psychology, health services, CAMHS; Youth Offending Teams.

Governing Body

All governors should be fully aware of the legal requirements and guidance on the education of LAC and PLAC. The governing body will appoint a named governor for LAC and PLAC. The named Governor (Helen Walker) will work in co-operation with the Head Teacher and DT as the named staff responsible for implementing this policy.

The named Governor should:

- ensure the school has a coherent policy for LAC and PLAC that is regularly reviewed in light of the relevant statutory guidance and that other school policies support their needs.
- ensure that the school has a DT, and that the DT has the necessary time, resources and training to be able to carry out his or her responsibilities.
- ensure LAC have equal access to all areas of the curriculum
- allocate resources to meet the needs of LAC and PLAC

All Staff

All staff at Rawmarsh Ashwood will:

- Be aware of the impact of trauma (including abuse, neglect, loss and separation) on children’s development and their ability to build relationships, and how this might affect their behaviour.
- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all students and work to ensure they achieve stability and success at school.
- Understand how important it is to see LAC and previously LAC children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their LAC or previously LAC status.
- Use effective classroom strategies to meet the needs of LAC and PLAC and be aware that some curriculum content may trigger difficult emotions, such as schoolwork on “family”.
- Keep the DT informed about LAC and previously LAC children’s progress, respond promptly to requests for information and discuss any concerns about barriers to learning (including bullying).
- Appreciate the central importance of the LAC child’s PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child’s own understanding of how they are being supported.
- Engage with relevant training that is offered to enable them to work effectively with LAC and PLAC. Work with the DT to ensure that the PEP accurately meets the learning and emotional needs of each child.

Responsible for Monitoring and Evaluation	Kate Lapping, Dawn Roper and the Governing Board
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Policy written by	Kate Lapping (Designated Teacher)