

Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

*'Let your light shine before others,
that they may see your good deeds and glorify your Father in heaven.'*
Matthew 5:16

Looked After Children Policy

Date adopted by Governors:	July 2025
Date for policy review:	July 2027
Person responsible for review:	LAC Lead
Signed by Chair of Governors	

It is essential that schools promote the achievement of vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. This policy sets out not only the ethos of the school in its approach to meeting the needs of children looked after hereafter referred to as LAC, but also the procedures that will promote welfare, progress and participation in high quality learning for LAC at our school.

As set out in the terminology of The Children Act (1989) the term 'in care' refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC) or children in care or 'children looked after' (CLA) by the local authority. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year.

A young person's legal status should not be confused with their living arrangements.

For example, a child on a Care Order can be living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives, or
- Even with parents – under supervision of Children's Services

Similarly, an 'accommodated' child can be living:

- In foster care
- In a children's home, or
- In a residential school

In adopting this policy, the school also draws upon guidance and requirements set out in other documents such as Role and Responsibilities of the Designated Teacher and Statutory Guidance for School Governors. Guidance from the Local Authority will also be taken into account.

The Children and Families Act 2014 amends section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked after children is properly discharged. This officer is referred to as the Virtual School Head (VSH). In Warwickshire, Anne Hawker is Head at the Virtual School for Children in Care.

It is also important to remember that while Parental Responsibility (PR) for the young person normally lies with the Local Authority and/or the parents, responsibility for day to day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what if any authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

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Admission Arrangements and subsequent school responsibility

On admission, the Senior Admin Officer who takes responsibility for all admissions will discuss with the individual child and/or their carer what information regarding their care arrangements and circumstances that they would be happy to share with staff and/or pupils. Records will be requested from the pupil's previous school and a meeting will be held as early as possible with Class teacher and carer/parent/Social Worker to determine need and to enable a smooth induction.

It is important that all teaching staff who are in contact with the child or young person are aware that

he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Designated Teacher for Children Looked After. All staff are reminded of the Confidentiality agreement and that specific information regarding LAC and safeguarding is shared on a need to know basis.

The name of the Designated Teacher for Children Looked After at our school is Louise Withers.

The Designated Teacher will

- Ensure that there is an up to date Personal Education Plan or ePEP (Electronic Personal Education Plan)
- Liaise with the Intervention Manager and Assessment/ Tracking Manager to ensure that the Pupil Premium Plus funding and additional budget share funding (where relevant) is used to support the learning objectives for the student and to be accountable for how the funding is spent with outcomes evidenced;
- Ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them;
- Work with class teachers to ensure carers are aware of opportunities at the school which the LAC may participate.
- Alongside the Children's Team to ensure that the Pupil Voice section ePEP is completed for each child and is the result of a one to one meeting so that the views of the student are represented in the PEP;
- To ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them;
- To report to the Governing Body, on an annual basis on the outcomes for LAC
- To Inform members of staff of the general educational needs of children who are in care and ensure that school staff have an awareness of the impact of attachment disorder and pre-care trauma on learning;
- Liaise with the member of school staff responsible for Safeguarding
- Liaise with the Intervention Manager
- Develop effective communication with Children's Services, (CS) staff so that the Personal Education Plan or ePEP is congruent with the child's Care Plan;
- Attend, or arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- Be the named contact for colleagues in Children's Services, (CS);
- Alongside the Senior Admin Officer ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school roll to the Virtual School as requested – Progress and attainment data submitted each term.
- Cascade training to school staff as appropriate;
- Keep informed of any updated guidance from Ofsted, DfE, other research or policy.
- Complete online training made available/ requested by the Virtual School or other statutory body.
- Liaise with cluster/ consortium colleagues

* Training Required/ input from Children's Team

Involvement of 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 emphasize that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings

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, e.g. by other pupils in the playground.

Communication with Other Agencies

Good communication is essential between professionals. It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering a change of course, there is a change of care placement or there are significant issues that will affect educational provision eg; behaviour or attendance.

Shottery St Andrew's C of E Primary will make available feedback and end of year reports to carers and the LAC's Social Worker who will determine if it is appropriate for parent/s to be forwarded a copy. A copy should also be attached to the child's ePEP.

Assessment, Monitoring and Review Procedures

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will be an ePEP. This will identify specific areas of focus and include targets and associated actions to improve performance, progress or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- 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);
- Educational Data so that progress may be easily tracked between Key Stages;
- Effective use of the Pupil Premium and evidence of impact;
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour.

The ePEP will be updated each term and will be reviewed either once a term unless any major change requires it to be reviewed earlier or unless a one-off situation means review is not appropriate. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan. The designated teacher/ class teacher will update Children's Services and/or the IRO as appropriate.

Governors

The name of a Governor with special responsibility for Children Looked After in the school is Tracey Parton.

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

- Full time educational provision
- SATs;
- Additional interventions to support educational progress
- Extracurricular activities
- Pupil Premium Plus funding to raise to raise attainment

The named Governor and the Designated Teacher will meet a minimum of once a year to discuss LAC. This will enable the named Governor to report annually to the Governing Body as a whole on the progress of all children looked after against the key indicators

- Achievement Record (academic or otherwise) and tracking data to monitor progress
- Development needs (short and long term development of skills, knowledge or subject areas and experiences);
- Effective use of the Pupil Premium and evidence of impact;
- Extended learning opportunities (homework) and involvement in Out of School Hours Activities;
- Special needs (if any);
- Attendance;
- Behaviour.

Current Status

There are currently no Children Looked After at Shottery St Andrew's C of E Primary.