

PALFREY INFANT SCHOOL'S POLICY ON ITS PROVISION LOOKED AFTER CHILDREN (LAC)

Sept 2016

Re-adopted 22.11.16

Re-adopted 25.5.2021 (Noted school have not had LAC pupils and would contact Virtual School for updated Walsall Procedures if admitting a LAC pupil)

DEFINITION

Looked After Children are those in public care and are either:-

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The LA has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility
- Remanded into care

A private agreement is not public care, ie. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

AIMS

That Looked After Children will prosper as per the ECM agenda, ie. :-

- stay safe
- be healthy
- enjoy and achieve
- be involved
- acquire economic well being.

RATIONALE

- The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are very low.
- It therefore follows that these pupil's need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Looked After Children, school should be a place offering stability, safety, continuity, positive relationships and individual care and attention.

ROLES & PRIORITIES

Headteacher and SMT

- To ensure that provision / outcomes for Looked After Children are specifically recorded or mentioned in:-
 - School Improvement Plan
 - SEF
 - All School Policies and Procedures
 - Any issued reports on - behaviour, sanctions, exclusions
 - praise and rewards
 - SAT's and TA results analysis

- pupil progress in relation to targets & FFT
- SAT's entries
- extra curricular activities and successes
- attendance
- gifted and talented provision and successes
- admissions

- student voice
- complaints
- CPD for staff

- To provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.
- To make it clear to staff and other school stakeholders that Looked After Children require special treatment and positive discrimination and that is school policy.
- To give the Designated Teacher, Looked After Children, the time and facilities to carry out his/her job description and to support them at all times in their work.
- To show a personal interest and involvement with Looked After Children in the school.
- To challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of Looked After Children achieving their potentials.
- To give Looked After Children the highest priority, in terms of admissions to the school even when there is over subscription.
- To provide CPD for staff on issues pertaining to Looked After Children and to ensure that Designated Teachers attend regular training.

Governing Body

- To appoint a Designated Governor for Looked After Children.
- To check that the SMT are meeting their responsibilities as pertaining to Looked After Children as listed above.

School Improvement Partner

- To specifically check on the progress of Looked After Children, and the systems in place to support them, as part of their liaison with the school.

Designated Teacher

- To be a champion for Looked After Children within the school and to ensure that they are receiving special provision.
- To ensure that teachers who need to know are aware of who are Looked After Children and the need to give them extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development, and with sensitivity and confidentiality shown at all times, both on an individual basis and in the classroom.
- To ensure that all possible is being done to raise the achievement levels of Looked After Children:-
 - they are following an appropriate curriculum and that there is access to alternative provision if felt necessary.
 - the pupils know their targets and get feedback at least termly on how they are performing in relation to these targets and how they can improve and do better.
 - the school's data tracking and comparisons with FFT show on at

least a termly basis if a student is underachieving with monitored intervention strategies then being put in place.

- the pupils are entered for SAT's in all cases unless it is totally inappropriate.
 - the pupils have full access to any booster support that is available in the school.
 - the pupils have all possible individual assistance in developing their basic skills including reading.
 - pupils on the SEN register receive all possible support to meet their needs.
 - able pupils have access to the school's Gifted and Talented provision.
 - all possible support is given at the times of transition (EYFS – KS1 – KS2)
 - pupils are completing homework on time and to a good quality and that intervention occurs if this is not the case.
- To ensure that Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history.
 - To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
 - To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings. To ensure Pupil Premium funding is spent effectively
 - To ensure LM meets with the Looked After Child weekly to check progress and to listen to his/her views about both in school and out of school issues.
 - To check with staff on a continuous basis how the pupils are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
 - To monitor attendance on a weekly basis and to report any concerns to the Attendance Officer straightaway.
 - To draw up strategies for pupils who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
 - To undertake periodic pupil voice exercises.
 - To encourage pupils to be fully involved in extra curricular and extension activities both in and outside of school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg. year and school councils.
 - To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
 - To make provision for specific mentoring or counselling as needed.
 - To liaise with carers keeping them informed but also urging them to be partners in the pupil's education and showing them how they can do this.
 - To ensure that pupils are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
 - To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child being bullied.
 - To ensure that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.
 - To liaise closely with the Virtual School for Looked After Children:-
 - contact the Virtual School if access is needed to a Social Worker or a multi-agency team.
 - informing the Virtual School of any problems out of school that seem to have been identified
 - seeking the support of the Virtual School if LA or other agency procedures do not seem to be giving necessary support to Looked After Children.
 - keeping the Virtual School informed about the general progress of

Looked After Children.

- informing the Virtual School if carers do not seem to be co-operating with the school in helping the student's educational development.
- encouraging Looked After Children to take part in the Excellent File initiatives and to attend the Excellent events.
- seeking ICT support if this is not available at school or at home.
- contacting the Virtual School if it is proving difficult to secure the support of the Looked After Children Team for a Looked After Child who is in a Walsall school but the responsibility of another LA.
- developing skills as a Designated Teacher via the Benchmarking document and process.

NB. The Virtual School will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.

The Virtual School can provide support to schools as needed but the expectation is that the school will have done all it can first, eg.

- on a behaviour issue involved BST, Inclusion Panel, EP, SNAPPS etc.
- on an achievement issue used school booster support and other provision.

Teachers

- To be aware of Looked After Children in their classes and to give them all possible support and encouragement as pupils who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.