

# Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,  
within a positive and considerate community.'*

## Looked After Child Policy

May 2024

Agreed by Governors: 20/06/2024

## **Introduction**

Nationally, Looked After Children (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. We believe that Brunshaw Primary School has a major part to play in ensuring that Looked After Children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals by providing a positive, safe and stimulating environment where all are included and achievements are celebrated. We aim to ensure that LAC and Previously Looked After Children (PLAC) excel, as we aim for all children at Brunshaw Primary School to excel.

## **Definition**

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 Local Authority (LA) has parental responsibility
- Children who are not subject to an order, but are accommodated by the LA under an agreement
- with their parents or respite care

Previously Looked After Children (PLAC) 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)

## **Aims**

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children

To support our looked after children and give them access to every opportunity to achieve to their full potential, enjoy learning and take as full a part as possible in all school activities

To work with the Virtual School and ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment

To fulfil our schools' role to promote and support the education of our Looked After Children

Our school's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion
- Raising aspiration
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

### **Designated Teacher**

The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act). The Designated Teacher must be a qualified teacher or a member of staff. Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC. They need to be able to influence decisions about the teaching and learning of these children.

School will nominate a Designated Teacher for Looked After Children who will act as their advocate and co-ordinate support for them

Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher

Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children

Work closely with the Virtual School and Children's Social Care in the best interests of LAC and in completion of the Personal Education Plan (PEP)

The Designated Teacher will:

- Be a champion for Looked After Children within the school and ensure that they are receiving the correct provision
- Ensure that the Looked After Children are aware of whom the Designated Teacher is, and that the member of staff's role is to support them at school

- Ensure that teachers who need to know are aware of who are Looked After Children and ensure that the staff treat the information confidentially
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff
- Ensure Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development
- Ensure that all possible is being done to raise the achievement levels of Looked After Children
- To ensure that Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history.
- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To monitor attendance on a regular basis
- To encourage students to be fully involved in extracurricular and extension activities both in and outside 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, e.g. year and school councils.

#### **The role of all staff**

- To ensure that all LAC and previously child looked after (PLAC) are made to feel welcome and included
- To have high expectations of LAC and PLAC's involvement in learning and educational progress
- To be aware of the emotional, psychological and social effects of loss and separation from birth families
- To understand the reasons which may be behind a LAC or PLAC's behaviour, and why they may need more support than other children
- To appreciate the central importance of showing sensitivity about who else knows about a LAC or PLAC's status
- To understand both what a PEP is, and its importance in helping to create a shared understanding between teachers, carers, social workers – and, depending on age and understanding, the child him or herself – and an understanding of what everyone needs to do to help the child achieve his or her potential

#### **Personal Education Plans (PEPs)**

All LAC must have a care plan drawn up and reviewed by the Local Authority that looks after them. The care plan must include a Personal Education Plan (PEP); this forms part of the child's official school record. The school and the Local Authority have a shared responsibility for making sure that the PEP is a useful document. There will be discussion about how the child, the school and the Local Authority can together ensure that through the content, implementation and review of the PEP, the child achieves well. These meetings will involve the young person concerned, the parents/carers, the social worker, a teacher and other professionals, as appropriate. If the child has a Statement of Special Educational Needs, this should be reviewed annually and should, where possible, tie in with the PEP.

**June 2024**

**Review Date: June 2026**