

SCAWSBY SALTERSGATE INFANT SCHOOL



LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN POLICY

Policy Approved by Governors	Dec 2023
Review Date	Dec 2024

Saltersgate Infant School recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We believe that, in partnership with the Doncaster Children's Trust as Corporate Parents, we have a special duty to safeguard and promote the education of Looked After Children (LAC) and previously Looked After Children (PLAC).

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 (2018) 'The designated teacher for looked-after and previously looked-after children' • DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

IN PURSUIT OF THIS POLICY, WE WILL;

- Nominate a Designated Teacher for LAC and PLAC Children who will act as their advocate and co-ordinate support for them. This is the Deputy Headteacher Mrs Rachel Wolfe who can be contacted on 01302 784429 or admin@saltersgate-inf.doncaster.sch.uk
- Nominate a school Governor to ensure that the needs of LAC and PLAC in the school are taken into account, and to support the Designated Teacher. This Governor is Ms Alison Fleetwood who can be contacted via the school on 01302 784429 or admin@saltersgate-inf.doncaster.sch.uk
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.
- Ensure all policies, procedures and strategies promote the achievement and wellbeing of this vulnerable group.

In order to ensure that we comply with the spirit of the Single Equality Act 2010 and the nine protected characteristics in the act, we will endeavour to make as many reasonable adjustments as is appropriate.

This policy is compliant with [section 89 of the Education and Inspections Act 2006](#).

INTRODUCTION

The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_lookedafter_and_previously_looked-after_children.pdf (DfE February 2018)

THE ROLE OF THE DESIGNATED TEACHER FOR LAC AND PLAC

The designated teacher will:

1. Maintain an up-to-date record of all Looked After Children who are on the school roll. This will include:

- Status i.e. care order or accommodated
- Type of Placement i.e. foster, respite, residential
- Adoption information
- Name of Social Worker, area office, telephone number
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home
- SEN Code of Practice – EHCP/SEN support where appropriate
- Child Protection information when appropriate
- Baseline information and all test results
- Attendance figures
- Suspensions

2. Ensure that there is a Personal Education Plan for each child to include appropriate targets and above information. This must be compatible with the child's Care Plan and where applicable, include any other school plan, e.g. Education Health and Care Plan, and associated plans e.g. Transition Plan, Pastoral Support Programme.

3. Ensure that someone attends Children's Services Reviews on each child and/or always prepares a written report which promotes the continuity and stability of their education.

4. Liaise with the Virtual School on a regular basis with regards to the performance, attendance and attainment of Looked After Children.

5. Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

6. Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.

7. Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.

8. Ensure that Looked After Children, along with all children, are listened to and have an equal opportunity to pastoral support in school.
9. Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.
10. Ensure that the child has access to extended school services.
11. Annually report to the Governing Body on the performance of the Looked After Children who are on the roll.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. have high expectations of LAC and PLAC's learning and staff directly involved with LAC and PLAC will collaboratively set targets to accelerate educational progress
2. be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behavior
3. understand how important it is to see LAC and PLAC 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 looked-after or previously looked-after status
4. appreciate the central importance of the PEPs 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
5. have the level of understanding they need of the role of social workers, and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child
6. for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITIES OF THE GOVERNING BODY

The Governing Body of Saltersgate Infant School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The Governing Body recognises the need to champion performance, for Looked After Children (LAC) and previously looked after children (PLAC), and is committed to improving outcomes for them.

The Governing Body of this school will:

1. ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC
2. ensure that there is a named designated teacher for LAC and PLAC
3. ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding
4. through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress
5. be aware of whether the school has LAC and PLAC and how many (no names)
6. liaise with the Headteacher to ensure that the designated teacher is able to carry out her/his responsibilities in relation to LAC and PLAC
7. ensure the designated teacher is able to access training needed to fulfil the role. (It is widely assumed that as minimum, designated teachers should have two days per year for training opportunities specific to factors that impact on the attainment of LAC and PLAC)
8. support the Headteacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met
9. review the effective implementation of this policy, preferably annually and at least every three years.

REVIEW

The Governing Body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.