



LAC POLICY

Fosse Primary School



JUNE 1, 2020
FOSSE PRIMARY SCHOOL

Adopted and updated from Leicester City LA, November 2015

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Fosse Primary School believes that in partnership with Leicester City Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children.

Our Aim

Our aim at Fosse Primary School is to ensure that Looked After Children (LAC) and Previously Looked After Children (PLAC), through their education, enjoy and achieve, are healthy, stay safe, make a positive contribution and achieve economic well-being.

Our Principles

- To work together, overcome differences between professionals and be child and solution focused.
- Our LAC will have timely access to education that meets their needs. No LAC will be without an appropriate education.
- Our LAC will not miss or be excluded from education: we will always work to find solutions and alternatives for individual LAC.
- Our LAC will feel safe in school and our aspiration is that they will also enjoy learning. A child who does not feel safe will not learn. How children feel about their school is important to us: we will listen and respond.

To whom does the policy apply?

All staff, individuals and organisations, providing or supporting the education of our Looked After Children.

ROLES AND RESPONSIBILITIES:

Designated Teacher

Our school will nominate a member of the senior leadership team to be Designated Teacher for Looked After Children. The Designated Teacher will act as their advocate and co-ordinate support for them as per statutory guidance 'The role and responsibilities of the designated teacher for Children In Care'. Parts of the designated teacher role will be delegated to the Inclusion Manager.

The Designated Teacher and Inclusion Manager will:

- Know all the Looked After Children in school and those who have recently left care and who may therefore, still need support
- Make sure the young person's voice is heard and responded to.
- Promote a culture of high expectations and aspirations for the achievement of Looked After Children
- Have sufficient up to date knowledge and training about the education, care and health [physical and psychological] needs of Looked After Children. To respond proactively, support and challenge staff and seek support and advice from professionals if they reach the limits of their professional knowledge.
- Ensure each LAC has an up to date, complete and high-quality Personal Education Plan [PEP] every term.
- Ensure appropriate interventions and assessments are carried out so barriers to learning are overcome and record these plans in the PEP.
- Make sure that Looked After Children are prioritised in support arrangements and that carers understand the importance of supporting learning at home.
- Work closely with other agencies, sharing information as appropriate.
- Ensure that there are well supported plans for transitions including a plan for education, training and employment Post 16.
- Attend training
- Keep governors and SLT up to date with the needs, issues and outcomes for Looked After Children via necessary communication. Ensure statutory funding (Pupil Premium Plus) is spent effectively and contributes to rapidly improving the education of all LAC in the school.

Governors

Our governing body will nominate a governor who will:

- Ensure that the needs of Looked After Children are considered at a school management level.
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training about Looked After Children.
- Ensure that the needs and outcomes of Looked After Children are incorporated in policy decisions wherever relevant
- Ensure the school's work with Looked After Children is reviewed termly by the SLT and governing body.

Senior Leadership Team will:

- Listen to and take account of the views of Looked After Children
- Regularly review provision and outcomes for Looked After Children
- Follow guidance and statutory guidance on admissions, exclusions etc
- Prioritise Looked After Children in resource decisions and ensure that resources directly targeted at Looked After Children [Pupil Premium Plus, money for special needs etc.] are used directly for them.

- Work with, support and challenge wider partnerships in providing the best possible educational provision and support for our Looked After Children.
- Ensure Looked After Children have access to the best of what the school has to offer and that barriers to do with being in care which might make this difficult are overcome
- Promote multi-agency working and a solution focused, child-centred approach
- Ensure the outcomes for Looked After Children are tracked, monitored and appropriate interventions are put in place and included in termly PEPs.

Virtual School

We will work with our Virtual School so they will provide:

- Support and leadership to our school to ensure that our Looked After Children access high quality learning and support, which meets their needs in a timely way and leads them onto a long-term education, training and employment pathway
- Strategic leadership to ensure there are high aspirations for Looked After Children's education and the right provision, policies and protocols are in place to support them
- Direct, targeted support for Looked After Children
- Training about education issues for all those who work with our Looked After Children
- Specialist support to our school, for example: multi agency working, Personal Education Planning, preventing exclusion and promoting inclusion
- Support and advice to our LAC's social workers, foster carers and other agencies.
- Advice to other local authorities who have Looked After Children educated in our school.
- Data and analysis of outcomes for Looked After Children in our LA.

DEALING WITH KEY CHALLENGES

Admissions

- We will act in accordance with the law and admissions codes as they apply to schools, giving timely access to Looked After Children.
- Work with the local authority and other authorities to plan for admissions.
- If appropriate, ensure that 'pre-admission professionals [and if appropriate PEP meetings]' are held and that arrangements are in place to support a child starting a new school
- Ensure the PEP is reviewed within 28 days of admission.

Access to appropriate curriculum

- Looked After Children will have access to the best curriculum that we can offer. We will work proactively with others to ensure that the curriculum is developed to meet needs.

Access to support for LAC with Special Educational Needs

- We will work proactively to ensure children's needs are assessed early and their needs met.
- The designated teacher with the support of the Inclusion Manager will take the lead in ensuring support or assessment from other agencies is in place.
- We expect, direct, clear, timely advice from professionals, including attendance at meetings.
Preventing exclusion and improving attendance
- The Virtual School will be informed immediately, of fixed term exclusions by email
- Where attendance is falling or is low, the school will work with other agencies, including the Virtual School, to address the underlying issues and ensure a plan is in the PEP.
- The school will work with other agencies [including foster carer, social worker, psychology services and Virtual School] on prevention strategies. The school will seek, accept and be provided with support in a timely manner according to the availability of resources [including from the Virtual School] if a pattern of exclusion is developing and ensure plans to address issues are in the PEP.
- Funding and resources already in the school's budget to prevent exclusion [e.g. Pupil Premium Plus] will be used to promote inclusion and prevent exclusion.
- Our aim is to never exclude a Looked After Child
- Permanent exclusions will only occur when all other options have been exhausted.
- Where a permanent exclusion can be anticipated because of a developing pattern of behaviour, alternatives will be found before this occurs.
- If there is a permanent exclusion or managed transfer, we will not take a child off roll until a new placement is found. We will take a lead in working with others to find a high-quality alternative placement.

Communication and Sharing information

- We will share attendance, exclusion, target setting, achievement data and plans with relevant agencies including the Virtual School.
- We will respond to requests marked urgent within 24 hours and within an hour in emergencies.
- In other cases, we will adhere to statutory or agreed timescales.

Multi-agency working

- We will work proactively with other agencies to meet the needs of Looked After Children and will contribute to the development of these services through receiving and contributing to training.

Supporting transitions and transition Post 16

- The designated teacher from the next education placement – including designated tutor or equivalent in FE/VI College - will be invited to the professionals and PEP meetings in our school. Our

designated teacher or Inclusion Manager will attend professionals and PEP meetings in the new placement as requested and appropriate.

- From Y9 onwards, a plan for further education, training and employment will be written into the PEP with the support of the Careers Adviser. The Careers Adviser will ensure this plan is handed over to the Post 16 provider.

Working with other LAs

- We will expect other LAs to provide support for their Looked After Children in our school, including planning, funding and support. This will include all the stipulations of this policy and a particular emphasis on:
 - Pre-planning for new education placements. Where there are issues, a pre-placement admissions meeting should be held with all professionals involved.
 - Continuing financial support
 - Continuing professional support via the PEP process.

Method for review

Specific issues with the policy should be raised directly with the Head Teacher or the governing body (as appropriate).

Policy Date:	22 nd June 2020
Policy Review Date:	June 2023
Ratified by Governing Body:	
Nick Allsopp, Chair of Governors	Signature and Date:
Richard Stone, Head Teacher	Signature and Date: