



Looked After Children Policy

Member of Staff Responsible:	D Mills, Deputy Headteacher
Designated Teacher:	D Mills, Deputy Headteacher
Date policy was previously approved:	December 2020

Agreed by:

J Horton Chair of Governors	December 2020
B Riggott Headteacher	December 2020





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Statement of Intent

Parkside Community School is committed to ensuring that Looked After Children (LAC) and Previously Looked After Children (PLAC) have access to excellent educational provision and are prioritised for additional support through interventions in order to achieve as well as possible.



For the purposes of this policy a 'Looked After Child' (LAC) is one who is looked after within the meaning of Section 22 of the Children Act 1989. A 'Previously Looked After Child' (PLAC) is one who is no longer looked after in England because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England.

Parkside Community School recognises that LAC and PLAC may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Parkside Community School recognises that education plays a vital role in providing a stable base for LAC pupils and in promoting their academic, social and emotional development. Parkside Community School promotes whole staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that LAC pupils experience and feel able to support the children discreetly and confidentially, as needs arise.

Parkside Community School understands the need to work in a 'relationship-based' way so that looked after children and those previously looked after feel valued and a part of our school community. Our intent is to champion the needs of LAC to ensure they succeed both academically and personally.

Parkside Community School recognises that LAC and PLAC can experience specific and significant disadvantage within education, and is committed to ensuring they reach their potential in all areas. Parkside Community School is aware that LAC and PLAC may have specific difficulties with regard to transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Parkside Community School is therefore committed to enhancing the achievement and welfare of LAC and PLAC in a variety of ways listed below;

- Having high expectations for the child and ensuring equal access to a broad and balanced curriculum.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.



- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all LAC.
- All LAC and PLAC will have a termly Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.

1. Roles and Responsibilities

1.1 The Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC and PLAC.
- Ensure the school has an overview of the needs and progress of LAC and PLAC.
- Allocate resources to meet the needs of LAC and PLAC.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of LAC and PLAC are recognised and met.
- Receive a report once a year setting out: The number of LAC and PLAC on roll at the school, their attendance (as a discrete group and compared to other pupils), their educational outcome and progress, the number of fixed term and permanent exclusions (if any), and the destinations of pupils who leave the school. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

1.2 The Headteacher

- Ensure that the Designated Teacher for LAC has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role and undertake sufficient training to remain fully informed.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectations.
- Ensure that staff in the school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Ensure that Pupil Premium funding is used to good effect.

1.3 The Designated Teacher – D Mills, Deputy Headteacher

The Designated Teacher for LAC and PLAC is D Mills, Deputy Headteacher and will promote improved educational life chances for LAC and PLAC by:

- Ensuring that the LAC or PLAC have access to quality first teaching and learning.
- Tracking the progress of LAC and PLAC across the curriculum, prioritising them for additional support if required.
- Ensuring that the Pupil Premium+ funding is used effectively and efficiently.



- Performing a coordinating role with school staff and outside agencies, including social workers, carers and the Virtual School.
- Providing and attending training and offering advice to the staff body.
- Promoting a culture which is supportive, relationship-based and has high expectations for LAC and PLAC.
- Regularly reporting to the Headteacher and Governing Body on the attainment of LAC and PLAC.

1.4 All Staff

All staff will promote improved educational life chances for LAC and PLAC by:

- Attending relevant training.
- Providing accurate information and data when asked by the Designated Teacher.
- Referring to the Designated Teacher for advice.
- Playing their part in creating a positive culture and securing rapid progress for LAC and PLAC by ensuring that they benefit from any additional support if required.
- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all pupils.
- Maintain LAC and PLAC confidentiality and ensure they are supported sensitively.
- Promote the self-esteem of all LAC and PLAC.
- Have an understanding of the key issues that affect the learning of LAC and PLAC.

2. Personal Education Plans and Multi-Agency Working

Parkside Community School is committed to ensuring that every LAC on roll has a Personal Education Plan (or ePEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals. Parkside Community School will complete all educational sections to share our plan for improvement and development for LAC and also to inform the Virtual School of the school's policy and practice, to account for the efficient and effective spend of the Pupil Premium+ funding. The Designated Teacher and LAC Mentor will make every effort to develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of LAC and PLAC.

3. Academic and Personal development

Parkside Community School is committed to championing the needs of LAC to ensure they succeed both academically and personally. A safe and secure environment where educational progress and stability is always central to the planning and all adults understand the specific needs of LAC and PLAC through the following means;

- Ensure that a Personal Education Plan (or ePEP) is completed with the child, the LAC Mentor, the social worker, the carer and any other relevant people in a timely manner.
- Ensure that each LAC and PLAC has 'open-door' access to the LAC Mentor in order to provide sensitive, child-led support, adopting a relationship-based approach and with at least one key adult with whom the child or young person has a trusted relationship and who will act as an advocate for them and take a special interest in their progress in all classroom and extra-curricular activities.
- Track academic progress and target support appropriately.
- Coordinate any support for the LAC and PLAC that is necessary within the school.



- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage LAC and PLAC to join in extra-curricular activities.
- Act as an advisor to staff and Governors, raising their awareness of the needs of LAC and PLAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the pupil leaves the school to go to a new school and be pro-active in supporting transition and planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Ensure that attendance is monitored.
- Narrow the gap between the attainment of LAC and PLAC and their peers, ensuring accelerated and rapid progress.
- LAC will be advantaged within school policies and procedures, with their needs explicitly considered and provided for.
- The school behaviour policy maintains clear boundaries and expectations about behaviour.

4. Admission and Transition

Parkside Community School is committed to ensuring a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker. The swift transfer of information between schools will ensure that LAC and PLAC are prioritised at the point of admission. This may include early visits at times of transition, early identification of staff mentor and peer buddy, additional support and planning for LAC and PLAC at times of transition or structured activities to 'say goodbye' (in recognition of the impact of broken attachments and loss).

5. Attendance

Parkside Community School attendance procedures reflect the specific needs of LAC and PLAC to ensure outstanding attendance. Where there is a concern about attendance or punctuality the school will contact the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in our attendance policy.

6. Safeguarding

Parkside Community School staff will be vigilant for any safeguarding issues which can impact particularly on LAC by: familiarising themselves with the school's Child Protection Policy. Should there be any safeguarding concerns, staff will follow the school safeguarding procedures accordingly.

7. Exclusions and Alternative Provision

7.1 Exclusions

The school recognises that LAC may have an increased risk of disengaging from education, due to their early experience of broken attachments and loss.



Therefore, alternatives such as Internal Exclusion and a reduced number of days will be considered when applying the school behaviour policy.

7.2 Alternative Provision

The school will make every effort to ensure that any arrangements for provision alternative to daily attendance at our school will:

- Be a plan that will retain the LAC on roll at the school or clarify in writing which educational establishment will be responsible for essential reporting and accountable for the Pupil Premium+.
Be full time (25 hours) or contribute to full time attendance and be of high quality.
- Meet the educational needs of the LAC or PLAC.
- Provide the opportunity to make rapid progress in the course of study provided by the setting.
- Be monitored regularly and that PEPs/ePEPs will include the school and the alternative provider.