



Summerhill Academy

Policy for Looked After and Previously Looked After Children

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To be reviewed May 2024

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1. Introduction

Who are our Looked After Children (LAC)?

Children and young people become 'Looked After' if they have been taken into Care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parent(s). LAC will have a care manager who arranges their care plan.

Who are our Previously Looked After Children? (PLAC)

These children have been previously looked after in England and Wales but who left care through:

- an Adoption Order (AO)
- Special Guardianship Order (SGO)
- Child Arrangements Order (CAO)
- or has been adopted from 'state care' outside England and Wales

Schools and education settings have a statutory duty to support previously looked after children. The statutory duty applies to children from aged two in a funded education place up to post 16 who are educated in a maintained school or academy.

2. Summerhill Academy's commitment to Looked After children and Previously Looked After Children

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning. Helping LAC succeed and providing a better future for them is a key priority in our school. Summerhill Academy recognises that Looked After children and Previously Looked After Children can experience specific and significant disadvantage within a school setting and is committed to ensuring they reach their potential in all areas. We are committed to enhancing the achievement and welfare of Looked After Children and Previously Looked After Children in the following ways:

1. Having high expectations for the child and ensuring equal access to a balanced and broadly based education.

2. Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
3. Prioritising reduction in exclusions and promoting attendance.
4. Promoting inclusion through challenging and changing attitudes.
5. Promoting good communication between all those involved in the child's life and listening to the child.
6. Maintaining and respecting the child's confidentiality wherever possible.
7. Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children.
8. Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.
9. All Looked After Children will have a 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.

3. Roles and Responsibilities

The Principal will:

1. Identify a Designated Teacher for Looked After Children and Previously Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
2. Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and Previously Looked After Children and take action where progress, conduct or attendance is below expectations.
3. Report on the progress, attendance and conduct of Looked After Children and Previously Looked After Children to all parties involved.
4. Ensure that all staff receive relevant training and are aware of their responsibilities under this policy and related guidance.

The Academy Council will:

1. Ensure that all Academy Councillors are fully aware of the legal requirements and guidance on the education of Looked After Children. Refer to: *DfE, The designated teacher for looked after and previously looked after children: Statutory guidance on their roles and responsibilities, February 2018:*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

2. Ensure the school has an overview of the needs and progress of Looked After Children.
3. Allocate resources to meet the needs of Looked After Children.
4. Ensure the school's other policies and procedures support their needs.
5. Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
6. Support the Principal, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.

7. Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body.
8. For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.
9. Review the effective implementation of this policy, preferably annually and at least every three years.
10. Ensure that the school's other policies and procedures give Looked After Children and Previously Looked After Children equal access in respect of:
 - Admission to school
 - The National Curriculum and public examinations
 - Additional educational support where this is needed including access to extra-curricular activities

The designated teacher will:

1. Be an advocate for Looked After Children and Previously Looked After Children.
2. Ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status.
3. Ensure that for Looked After Children, a Personal Education Plan is completed (within 20 days of entering care or joining a new school). This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP) or any other relevant plans. The PEP should inform and be reviewed.
4. Any SEN needs will be discussed during the PEP meeting and processes followed in accordance with our SEND policy. Refer also to our SEN information report.
5. Ensure that for Previously Looked After Children an Education Plan is completed with parents and child. This should be reviewed twice a year. The plan should clearly demonstrate the impact of Pupil Premium Plus funding.

6. Ensure that each Looked After Child and Previously Looked After Child has an identified member of staff they can talk to.
7. Ensure entry to examinations for all Looked After Children and Previously Looked After Children (an exception would be where a child has special educational needs which result in disapplication from exams/end of key stage testing).
8. Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary.
9. Ensure staff and Academy Councillors receive relevant information and training.
10. Prepare a report for the Academy Council once a year setting out:
 - The number of looked-after pupils and previously looked after pupils on the school's roll (if any).
 - Their attendance, as a discreet group, compared to other pupils.
 - Their Teacher Assessment, as a discreet group, compared to other pupils.
 - The number of fixed term and permanent exclusions (if any).
 - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils.
11. Ensure confidentiality for individual children and only share personal information on a need-to-know basis.
12. Provide written information to assist planning/review meetings and ensure attendance as far as possible.
13. Encourage Looked After Children and Previously Looked After Children to participate in extra-curricular activities and out of hours learning.
14. Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.
15. Ensure a smooth transition to the next stage of education involving staff from the next setting.

All Staff will:

1. As with all children, have high aspirations and celebrate the educational and personal achievement of Looked After Children and Previously Looked After Children.
2. Monitor attainment of LAC and PLAC in consultation with the assessment co-ordinator during pupil progress meetings (three times yearly.)
3. Ensure entry to examinations for Looked After Children and Previously Looked After Children (an exception would be where a child has special educational needs which result in disapplication from exams/end of key stage testing).
4. Be familiar with the Guidance on Looked After Children and Previously Looked After Children and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
5. Liaise with the Designated Teacher where a Looked After Child or Previously Looked After Child is experiencing difficulty.

4.Training

The Principal, Designated Teacher and SLT will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the guidance from the DfE.

Designated Teacher	Triff Rees
Nominated Governor	Sarah Clacey
Designated Teacher training	23.01.23 The HOPE Virtual School – Designated Teacher Training