



# Looked After & Previously Looked After Children Policy

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This document applies to all schools and operations of the Galileo Multi Academy Trust:

[www.galileotrust.co.uk](http://www.galileotrust.co.uk)

## 1. Definition

For the purposes of this policy a child 'looked after by a local authority' for more than 24 hours, is subject to a care order or placement order *section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.*

- *Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.*
- *Children who are not subject to an order but are accommodated by the LA under an agreement with their parents or respite care.*

A previously looked after child is one who is no longer looked after in England and Wales because they are 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 and Wales.

A child is in 'state care' outside of England and Wales if they are in care of or accommodated by a public authority, a religious organisation, or any other organisation the sole or main purpose of which is to benefit society.

Galileo Trust schools recognise that 'Looked After Children' and 'Previously Looked After Children' may have very specific needs and may be coping with trauma, abuse, or rejection, and are likely to experience personal distress and uncertainty.

**Personal education plan (PEP)** is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

**Virtual school head (VSH)** is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

## 2. School Commitment

Galileo schools recognise that LAC and PLAC can experience specific and significant disadvantage within a school setting and are committed to ensuring they reach their potential in all areas. As a trust, we are aware that LAC and PLAC may have specific difficulties in 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.

All Galileo schools are committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

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

- 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 Looked After Children.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.
- All LAC and PLAC 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**

This policy is based on the Department for Education’s statutory guidance on the [designated teacher for looked-after and previously looked-after children](#) and takes into account [section 2E of the Academics Act 2010](#).

Our designated teachers take the lead responsibility for promoting the educational achievement of LAC/PLAC at each of our schools.

There is a designated teacher for LAC/PLAC and nominated school governor in each of our schools. They can be contact via individual school offices.

#### **Headteachers**

- Identify, or be, the Designated Teacher for LAC and PLAC. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- 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.
- Report on the progress, attendance and conduct of LAC and PLAC to all parties involved.
- Ensure that staff in 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, for the benefit of all disadvantaged students and for the whole student body. This funding should not be assigned to individual students, but a cumulative amount to improve learning experiences and progress.

## Governing Bodies

- 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 are enabled to carry out his or her responsibilities as below.
- Support the Head teacher, 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 students 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 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.

## Designated Teachers

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen, who should be an advocate for LAC and PLAC assessing services and support, and ensuring that the school shares and supports high expectations for them.” It is strongly recommended that this person should be a member of the Senior Leadership Team.

The designated teacher within school will:

- Promote the educational achievement of every LAC/PLAC child on roll by working with the VSH and promoting whole school culture
- Ensure 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.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer, and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure the [SEND code of practice](#), as it relates to looked-after children, is followed
- Ensure that each LAC and PLAC has an identified member of staff that they can talk to. This need not be the Designated Teacher but should be based on the child's own wishes.
- Track academic progress and target support appropriately.
- Co-ordinate any support for the LAC and PLAC that is necessary within 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 and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.

- Work closely with the schools designated safeguarding lead (DSL) to ensure that any safeguarding concerns are quickly and effectively responded to. Act as an advisor to staff, Governors, Trustees, raising their awareness of the needs of LAC and PLAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school –to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Will actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.
- Ensure that attendance is monitored.
- Work directly with LAC/PLAC carers, parents, and guardians to promote good home-school links, support progress and encourage high aspirations

### **Staff**

All staff within Galileo schools will:

- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all students.
- Maintain LAC and PLAC confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher’s requests for information.
- Work to enable LAC and PLAC to achieve stability and success within school.
- Promote the self-esteem of all LAC and PLAC.
- Understand the key issues that affect the learning of LAC and PLAC.
- Work to prevent bullying in line with the school’s policy.

### **Links with other policies**

- Behaviour
- Safeguarding and Child Protection
- Exclusions
- SEN(D)
- Supporting Pupils with Medical Conditions