



All Saints C of E Infant and Nursery School

&

Selston C of E Infant and Nursery School

Looked After and Previously Looked After Child Policy

*"Opening Hearts and Minds through the Grace and Love
of God"*

Policy:	Looked After and Previously Looked After Child
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1	Sept 25	LH – Head of School	Initial version.

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening Hearts and Minds through the Grace and Love of God

At All Saints and Selston C of E Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

**ALL SAINTS CE INFANT AND NURSERY SCHOOL
SELSTON CE INFANT AND NURSERY SCHOOL**

LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILD POLICY

Rationale

It is recognised that Looked after and previously looked after Children are the most vulnerable group in our society and our schools. They are often living with the effects of trauma and loss and have had to cope with disruption in both their living arrangements and schooling. These experiences can mean there are barriers to learning.

All Looked after and previously looked after (LAC) and Previously Looked after Children (PLAC) have the right to receive a quality full time education which matches their needs and enables them to reach their full potential. Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after and previously looked after and previously looked after and previously looked after children, and schools play a pivotal role in this.

This policy sets out how our schools are going to support the learning and development of looked after and previously looked after children despite their early experiences.

Aims

- Ensure that school policies and procedures are followed for looked after and previously looked after children as for all children
- Have high aspirations for looked after and previously looked after children
- Ensure a personalised curriculum approach is taken to meet and individual child's needs, making all responsible adjustments to achieve this and ensuring the curriculum is broad and balanced
- Promote early intervention when necessary to minimise risk of exclusion or reduced attendance
- Work with all agencies, particularly the Virtual School to ensure relevant support is provided for looked after and previously looked after children in school
- Use all appropriate funding mechanisms e.g. pupil premium, to accelerate progress
- Ensure Personal Education Plans are up to date and completed to support the education of looked after and previously looked after children
- Promote where possible looked after and previously looked after children to participate in decisions around education
- Offer opportunities to join in school life including after school clubs, trips and activities

Who Are Looked after and previously looked after Children?

- Children and young people who are subject to interim or full care orders under section 31 of the Children Act 1989.
- Children and young people who are voluntarily accommodated under section 20 of the Children Act 1989.
- Children who are accommodated for their protection by the courts or are remanded into care by the courts. Children in both instances could be living with foster carers, in a residential

unit, with relatives or even parents on a full or part time basis.

Children may be looked after and previously looked after by a local authority other than the authority of the school. Therefore, this school may have looked after and previously looked after children who are living in the local authority's area but looked after and previously looked after by another authority e.g. Nottingham City, Derbyshire, Leeds etc.

Parental responsibility is shared with social care when children are subject to interim or full care orders. Parents retain parental responsibility if a child or young person is voluntarily looked after and previously looked after under section 20.

Who are Previously Looked after Children?

- Children who are no longer looked after and previously looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well- being (Wales) Act 2014) because they are the subject of:
 - an adoption
 - special guardianship or
 - child arrangements order; or
 - were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Admissions

A looked after and previously looked after child may enter the school mid-term and will be made welcome and accommodated in order to settle.

Our school's published Admission Criteria prioritise looked after and previously looked after children for admissions.

The school will work closely with other schools and authorities to ensure no delays are encountered for looked after and previously looked after children being admitted.

Exclusions

The school recognises that looked after and previously looked children are very vulnerable to exclusion due to the trauma and loss they have experienced affecting their ability to engage in the school setting.

Should a looked after and previously looked after child become at risk of exclusion (fixed or permanent) the school will alert the Virtual School immediately and work with all agencies to avoid wherever possible exclusion.

The school's behaviour policy reflects the standard of behaviour expected however the school will work flexibly and proactively to ensure looked after and previously looked after children are not excluded.

Roles and Responsibilities

Recent legislation and guidance requires schools to have effective policies for supporting and promoting the education of looked after and previously looked after children.

Schools must:

- Ensure access to a balanced and broadly based education to all looked after and previously looked after children.
- Prioritise recording and improving the academic achievement of all looked after and previously looked after children.
- Prioritise a reduction in the number of exclusions for all looked after and previously looked after children.
- Ensure there is a designated teacher to advocate for the rights of all looked after and previously looked after children.
- Develop systems of communication and protocols
- Promote the attendance of looked after and previously looked after children.

The **Designated Teacher** for looked after and previously looked after children is a statutory role within school. This person will be a qualified teacher and a senior person in the school setting.

This member of staff will be responsible for:

- Being an advocate for the looked after and previously looked after children in school and be at a senior level so that they can affect change if required.
- Ensuring all statutory duties of the school are carried out e.g. reports to governors / up to date personal education plans.
- Knowing who the looked after and previously looked after children are in school and holding confidential up to date records.
- Liaising with outside agencies, carers, social workers and the virtual school staff around the educational needs of the looked after and previously looked after children.
- Attending relevant meetings including the statutory Looked After Reviews and Personal Education Planning meetings.
- Ensuring the looked after and previously looked after children have a key person in school who can guarantee their wishes and feelings are heard.
- Actively monitoring the attainment and progress of the looked after and previously looked after children in school and intervening early to ensure appropriate progress can be made.
- Attending training on the needs of looked after and previously looked after children in educational settings and ensuring knowledge is disseminated to school staff so that consistency and understanding is the ethos of the school.
- Contacting other schools at key times e.g. transition.
- Ensuring that all funding available to support looked after and previously looked after children's education is used effectively.
- Ensuring that the Virtual School is in receipt of completed teacher assessment and statutory data at the required points in the year.
- Coordinating with the SENCO if the looked after and previously looked after child has special educational needs with the Code of Practice for SEND.

At All Saints CE Infant and Nursery School the **Designated Teacher is Lynette Hardwick (Acting Headteacher)**.

At Selston CE Infant and Nursery School the **Designated Teacher is Lynette Hardwick (Acting Headteacher)**.

The **named governor** for looked after and previously looked after children will work in cooperation with the Designated Teacher to ensure all looked after and previously looked after children have access to all learning opportunities in line with their peers.

The **named governor** will:

- Receive at minimum, an annual report from the Designated Teacher, on the progress and attainment of the looked after and previously looked after child in school. Confidentiality requires this report does not contain named children and the report will not be published as a public document.
- Ensure that all allocated funding to support looked after and previously looked after children in school is spent appropriately to support educational progress.
- Ensure this policy is adhered to and will offer to support the school in any way that will positively promote the welfare and progress of looked after and previously looked after children within school.
- Ensure the designated teacher has received appropriate training.

The nominated governor for looked after and previously looked after children is **David Mills** (All Saints) and **Lee Gordon** (Selston).

Record Keeping:

Looked after children should have a personal education plan (PEP) within 20 days of becoming looked after. If a child moves to the school as a looked after child, then an up-to-date PEP should be part of the record exchange from the previous educational setting.

The PEP is an important document for supporting the educational needs of looked after children and should be supported by documents already used by the school to ensure progress and attainment are monitored appropriately.

Looked after and previously looked after children should have a confidential file which will hold relevant information to support the child or young person in the educational setting.

Details of carers, birth parents, social workers etc. should all be kept in the confidential file with contact information in case of emergency.

Should a looked after and previously looked after child have to leave school the Designated Teacher will contact the receiving school as soon as possible and ensure that all relevant documentation is forwarded.

Partnership Working:

The school will proactively work with the Virtual School, Social Care, parents, foster carers and other outside agencies.

Racial, Equality and Equal Opportunities Statement:

All children have equal and inclusive access to the curriculum regardless of their gender, race, disability or ability. This school will ensure everyone can work or learn in an environment that is free from racial intimidation and harassment and have the opportunity to achieve their full potential.