

**Twiss Green**

**Community Primary School**

**LAC and Previously LAC Policy**

**September 2021**

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| Date of Approval: | 7th September 2021 |
| Signed: Chair of Governing Body |  |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

The governing body of Twiss Green Community Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in “Guidance on the Education of Looked After Children” (May 2000) and Section 52 of the Children Act 2004.

‘Looked After’ is a term that refers to children for whom the Local Authority is sharing parental responsibility. This policy also covers children who are ‘Previously Looked After’. Children who are “looked after” may be “Accommodated” “In Care” or “remanded/ detained” as follows:

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care:

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/Detained:

A child can be remanded or detained as in the following:  
• an emergency protection order  
• removed by police using their powers of protection  
• remanded by a court following criminal charges  
• a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children, but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school:

* Placement instability.
* Unsatisfactory educational experiences of many carers.
* Too much time out of school.
* Insufficient help if they fall behind.
* Unmet needs - emotional, mental, physical.

The aims of our LAC/Previously LAC policy and practice in this school are:

* To provide curriculum access for all.
* To secure high levels of achievement for all.
* To meet individual needs through a wide range of provision.
* To attain high levels of satisfaction and participation from pupils, parent and carers.
* To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
* To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
* To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
* To promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships.

Role and Responsibilities for LAC/Previously LAC at Twiss Green Primary School

Designated Teacher

Mrs Katy Fuller

Acting Head Teacher

Mrs Katy Fuller

All of the above can be contacted on 01925 762346 or via the email link on the school’s website.

Warrington Virtual Headteacher

Simon Lennox

Twiss Green Primary School’s SEN Governor

Mrs Hannah Simmonite

Class teachers, teaching assistants are also accountable for the provision for LAC and previously LAC at Twiss Green Primary School and work in collaboration with the school’s Designated Teacher and Senior Leadership Team.

The Role of the Designated Teacher

There is a statutory requirement for all schools to have a designated teacher for looked after children.

The responsibilities of our designated teacher include:

* Monitoring the progress of children who are looked after and ensuring access to the full range of opportunities in school;
* Ensuring that children who are looked after are offered appropriate support;
* Checking that the statutory Personal Education Plan (PEP) has been Arranged and that it is regularly reviewed, at least every six months;
* Ensuring that information concerning LAC or previously LAC is transferred between agencies and individuals;
* Preparing a report on the child’s education review;
* Giving feedback from meetings;
* Ensuring a smooth transition when moving to new phases in their education;
* Being an advocate for children who are looked after or previously looked after;
* Ensuring that staff receive relevant training and acting as advisor for the Governing Body;
* Ensuring that information on LAC or previously LAC is stored in a confidential manner and information only shared where necessary.

The Roles of All Staff

The responsibilities of all staff include:

* Ensuring that any LAC or previously LAC child is supported sensitively and that confidentiality is maintained;
* Being familiar with and responding appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
* Responding positively to a LAC or previously LAC’s request to speak to them when their feel it is necessary;
* Contributing to the Designated Teacher’s requests for information on educational attainment and needs, as appropriate;
* Providing a supportive climate to enable a LAC or previous LAC child to achieve stability within the school setting;
* Having high aspirations for the educational and personal achievement for LAC and previously LAC children;
* Positively promoting the self-esteem of LAC and previously LAC children.

The school will also undertake an EHAT document, conduct Family Action Meetings (FAM) and undertake all of the necessary Child Protection procedures should this be deemed necessary. The Acting Headteacher is responsible for these procedures. Please access the school’s Child Protection Policy for further detail. The school also has two designated officers for Safeguarding – Mrs Katy Fuller (Acting Headteacher) and Mrs Susan Puckey (SENDCo)

The Roles of the Governing Body

The responsibilities of the Governing Body include:

* Ensuring all governors are full aware of the legal requirements and guidance for LAC and previously LAC children;
* Being aware of the number of LAC and previously LAC children currently attending the school;
* Ensuring that there is a named Designated Teacher for LAC and previously LAC children;
* Supporting the Acting Headteacher, Designated Teacher and other staff in ensuring that the needs of LAC and previously LAC children are met;
* Liaising with the Head Teacher to ensure that the Designated Teacher to enabled to carry out his/her responsibilities in relation to LAC and previously LAC children;
* Nominating a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governor body;
* Reviewing the effectiveness implementation of this policy, preferably annually;

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

We aim for all children with additional needs (including LAC and previously LAC) to access quality first teaching, all day, every day. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to ensure children have a full access to the school curriculum.

Being identified as a LAC or a previously LAC might be an explanation for delayed or slower progress, but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We focus on individual progress as the main indicator of success.

It is our responsibility to ensure that pupils who are LAC or previously LAC have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes are essential ingredients of success for these pupils. These will be provided through the implementation of Pupil Premium Funding (see Pupil Premium Policy).

A LAC or previously LAC may also have Special Educational Needs. This policy should therefore be used in conjunction with the SEND Policy, Local Offer and Information Report.

Monitoring of Provision for LAC and Previously LAC

It is the role of the Acting Headteacher to monitor and evaluate the provision for LAC and Previously LAC at Twiss Green Primary School.

The monitoring and evaluation of the effectiveness of our provision for children on the LAC/previously LAC register is carried out in the following ways:

* Classroom observation by the Leadership Team;
* Ongoing assessment of progress made by intervention groups;
* Work sampling on a termly basis;
* Scrutiny of planning;
* Teacher interviews with the Leadership Team;
* Informal feedback from all staff;
* Pupil interviews when setting new PEP targets or reviewing existing targets;
* Pupil progress tracking using assessment data (whole-school processes);
* Termly/annual PEP/LAC reviews with Independent Reviewing Officers/Social Workers
* Involvement and collaboration with the school’s Virtual Head.
* Liaising with other Designated Teachers to share good practice
* Monitoring PEPs and PEP targets, evaluating the impact of PEPs;
* Regular meetings about pupils’ progress between teacher and the Acting Headteacher

Personal Education Plans (PEP) for LAC

Any child who is identified as a LAC at Twiss Green Primary School will have an individualised PEP and provision map written at the start of every school term. The PEP is completed on an online portal named ‘Welfare Call’. This is completed by the child, and class teacher in school and then discussed with social workers, parent/carers and other relevant professionals at termly PEP meetings. The aim of the PEP document is to identify and review child-led targets to ensure all LAC make expected progress in all curriculum areas. Targets may also relate to a child’s wellbeing both socially and emotionally. The PEP process is heavily focussed on the voice of the child and a subsequent provision map is completed by school staff to ensure that effective quality first teaching/interventions are implemented into the provision for a LAC child so that they meet their targets. The provision map and PEP also identifies how the school intends to use pupil premium funding to ensure the best possible outcomes for the LAC.

Confidentiality

• Information on looked after children will be shared with school staff on a “need to know basis”   
• The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

* All information regarding a secure server on the school network. The online safeguarding programme CPOMs is also used to store information regarding LAC/previously LAC.