

# Webheath Academy Primary School

## Looked After Children (LAC) Policy 2021-22



Approved, ratified and adopted by the local governing body on 22<sup>nd</sup> November 2021.

**Chair: Jo Veale**

This policy will be reviewed annually

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## **1. CONTACTS:**

**Head Teacher:** Mrs Janine Burton

**Designated Teacher with responsibility for Looked After Children (LAC):** Mrs Jayne Woodward

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**Looked After Children (LAC) named Governor:** Mr Glenn Mellor

## **2. Introduction**

Webheath Academy Primary School is a two form entry school that has 449 children on role (at the time of writing). Webheath Academy Primary School believes that every child is special and every child should receive education appropriate to their needs, in order that they should reach their full potential, be happy and feel safe. We provide quality first teaching through a personalised curriculum for all pupils, including those who are Looked After.

## **3. The aims / objectives of this policy**

- To provide a safe and secure environment for the child
- To work in close collaboration with other agencies and the carers, who are jointly responsible for the child
- To co-operate in drawing up the EPEP for the child
- To liaise closely with other schools that the child may have attended or may be transferring to
- For the designated member of staff for LAC to attend & contribute to professional review meetings relating to each child in public care
- To promote the educational achievement of looked after children
- To enable the child to close the gap academically on their peers where appropriate
- To promote the welfare of each child
- To act as an advocate for each child
- To make effective use of ring fenced Pupil Premium funding to benefit the child's education and wellbeing.
- To enable each child in public care that attends our school to believe and trust in us to safeguard their interests
- To enable each child in public care that attends our school to feel able to talk to us in confidence (within the constraints of the Safeguarding Policy)
- To enable each child in public care that attends our school feel that the school is a place that is consistent in its approach to their care and education

#### 4. School Procedures:

In order to realise the aims and objectives of this policy, the school has a designated teacher with overall responsibility for the welfare of each looked after child. The designated teacher (Jayne Woodward) is a member of the SLT and a Deputy DSL.

It is the responsibility of the designated teacher to:

- Ensure that all staff are aware of the potential difficulties and educational disadvantages faced by children in the 'looked after' system and to understand the need for positive systems to support them to overcome them
- Inform staff of the general educational needs of each child, thus enabling staff to promote the involvement of these children in extracurricular activities and support with homework and home reading.
- Develop and monitor systems for liaising with carers, social services and LAC services
- Keep detailed up-to-date records relating to the child, including confidential issues and reports (Arbor)
- Inform staff of information, which is personal and confidential, on a 'need to know' basis only
- Monitor the educational progress of each child in order to inform the child's carer and EPEP
- Determine the use of Pupil Premium Funding to ensure that it best meets the needs of each individual child and to monitor the impact of the spending. The funding will be ring fenced by the school and used solely for its intended purpose.
- Take positive steps to address issues of underachievement, absence from school or failure to complete homework tasks
- Provide the child with regular opportunities to discuss their welfare and share concerns, in order to encourage and support the child in contributing to their care plan and education
- Help to ensure that the child has a EPEP (which should be initiated by the child's social worker), which is reviewed at least termly
- Encourage the designated carer to sign and implement the home/school agreement, which includes a commitment to supporting the child's learning at home
- Supervise the induction of any new looked-after children into the school and ensure that all records and information relating to a child are securely transferred to the child's new school when they leave. Support the child & the receiving school with the transition
- Ensure the quick and efficient transfer of information between agencies and individuals and report on the progress of all looked-after children
- Track and monitor the progress and attainment of the children on the Looked After register, including reporting to Governors. Inform the Governor with responsibility for looked-after children of the number of children on the school register and keep them informed of policy implementation and the impact of the use of Pupil Premium Funding.

## **5. The role of the named Governor:**

- Report annually to the Governing Body, the number of looked-after children in the school. The report should also include details of any special provision for a looked-after child, within the bounds of confidentiality but not name a child.
- Monitor the provision for looked-after children to ensure that the school is inclusive in what it provides, each child has equal access to the curriculum and opportunities within the activities provided and that school policy is being implemented
- Through the Standards & Improvements Committee, monitor the data relating to the progress and achievement levels as a discrete group compared with other pupils, the level of fixed/permanent exclusions and level of transfer between schools – all within the bounds of confidentiality

## **6. General:**

- It is important that the child is aware that information is being recorded regarding their personal circumstances. This should be shared with them appropriately, depending on their age and level of understanding. The explanation should emphasise that the school, social worker and their carers are working together to promote their education and well-being
- It is important to establish the child's view of their circumstances and what they want others to know
- It is important to prepare and support the child for and during situations when they may be asked about 'home' e.g. by their peers

## **7. Sharing Information:**

- The school, through the designated teacher, will send a copy of all reports to the child's social worker and carer and parents if appropriate.
- The school, education service and social services department should endeavour to co-ordinate the review meetings e.g. have the Annual Review of provision combined with the Statutory Care Review
- The school, social services and education services should exchange information between the formal review meetings, if there is a significant change in the child's circumstances

## **8. Assessment, Monitoring & Review Procedures:**

Each looked-after child should have an Electronic Personal Education Plan (EPEP), which the social worker takes the lead in developing. This will identify specific areas of concern and include achievable targets. Areas for consideration will include – attendance, achievements/strengths, behaviour, involvement in extracurricular activities, special needs or disability (if any), areas for development, emotional and social difficulties and long term plans and aspirations. The EPEP should be up-dated at least every term, as part of the Statutory Review process carried out by social services. This policy should be followed in conjunction with all other school policies e.g. Child Protection & Safeguarding and the LA Handbooks for Looked After Children. It has been written, having regard to the Human Rights Act 2000