

Carterhatch



Infant School

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Looked After Children (LAC)/ Previously Looked After Children (PLAC) School Policy

Date: February 2024

Review Date: February 2026

Designated LAC & PLAC Teacher: Rebecca Castle

LAC & PLAC Governor: Niamh Bays

Aims

Many Looked After Children (LAC) & Previously Looked After Children (PLAC) will have experienced disrupted schooling and gaps in learning. In addition, a significant proportion of LAC & PLAC have some form of Special Educational Need (SEN) and/or have been excluded from school. This has resulted in the attainment of this group not being in line with the attainment of their peers nationally.

The ofsted inspection handbook outlines that the term “...disadvantaged pupils’ is used to mean: pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school’s pupil premium funding (this includes pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

Paragraph 18, School inspection handbook (January 2024)

The Inspection handbook also states that

- *Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are the extent to which:*

- *the school's curriculum:*
- *is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life*

and

- *remains as broad as possible for as long as possible, including when delivered remotely. The school does not offer disadvantaged pupils (including pupils with SEND) a reduced curriculum*

all pupils, particularly disadvantaged pupils (including those with SEND):

- *acquire the knowledge and cultural capital they need to succeed in life*
- *make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum*
- *produce work of high quality*
- *achieve well in national tests and examinations, where relevant*
- *are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations*
- *are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers).*

Paragraph 238, School inspection handbook (January 2024)

- *Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (and check, for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with SEND, looked-after children, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need.*

Paragraph 319, School inspection handbook (January 2024)

At Carterhatch Infant school, we will address this by:

- providing a safe environment for all LAC & PLAC, where their educational experience is valued, high aspirations are encouraged and belief in the potential of all children is held.
- Ensuring that all LAC & PLAC are provided with, and have access to, support to enable them to have every opportunity to enjoy, learn and achieve in line with their peers.
- Ensuring that our policies and procedures for LAC & PLAC meet the requirements outlined within 'The designated teacher for looked after and previously looked-after children, Statutory guidance on their roles and responsibilities, DfE February 2018.'

Definitions

Looked After Children (LAC) or Children in Care (CiC) refers to a child 'looked-after by a local authority' as outlined by section 22 *Children Act 1989* or *Part 6 of the Social Services and Well-being (Wales) Act 2014*.

LAC/CIC are children who are in the care of the Local Authority for more than 24 hours and include children who are

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units

Previously Looked After Children (PLAC) refers to children who are

‘...no longer looked after in England and Wales because s/he is 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 persons, or has been adopted from ‘state care’ outside England and Wales,’

Responsibilities

The Governors

The Governors have appointed Niamh Bays as the named Governor responsible for championing the needs of LAC & PLAC at every level throughout Carterhatch Infant School.

The named Governor will ensure that:

- The needs of LAC & PLAC are considered, reflected and supported within all relevant school policies.
- Governors and Senior Leadership are aware of the legal responsibilities and guidance in regards LAC & PLAC in education.
- Our admissions practises continue to give LAC & PLAC the highest priority admission to the school, as outlined within *‘School Admissions’ DfE guidance 2014*.
- The annual LAC & PLAC monitoring report is scrutinised to ensure that the academic progress of LAC & PLAC pupils is effectively being tracked and challenged.
- PPG and PP+ spending is scrutinised ensuring that is used appropriately and effectively.
- Resources are available to address the needs specific to LAC & PLAC, and that disparity in academic progress in comparison to their peers within school, including patterns in attendance and exclusion and provision for gifted and talented pupils are highlighted and swiftly addressed.
- An appropriate member of staff is appointed as Designated Teacher, who has access to training and resources (including time) to undertake their responsibilities, and has the seniority to influence Carterhatch Infant Schools Senior leadership, to meet and champion the needs of LAC & PLAC throughout the school.
- All staff are supported in recognising and meeting the needs of LAC/PLAC.

The Head Teacher

Is responsible for ensuring that:

- The role of the Designated Teacher (DT) is filled by an appropriate member of staff at all times (including arrangements to allow for staff absences and resignation). The DT should have the seniority to work with Senior Leadership, Governors and all staff to provide information, advice and champion the achievement and needs of LAC & PLAC pupils.

- The DT is provided with the time to fulfil their role and completes the LA Statutory Designated Teacher Training every two years as well as any other training to assist with the fulfilment of their duties.
 - The DT takes a lead role in decisions regarding the spending of PPG for LAC & PLAC.
 - Policies and procedures to monitor and address the needs of, and support for LAC & PLAC pupils are in place and adhered to, with reference to academic progress, admissions, attendance, safeguarding and exclusions, and that swift action is taken when concerns arise.
 - Carterhatch Infant school reports on the progress, attendance and conduct of Looked After Children to Governors, the Department for Education, Ofsted and the Local Authority as required.
 - Carterhatch Infant school works proactively with the Local Authority to provide support and address the needs of LAC & PLAC
 - All school staff receive relevant training and are aware of their responsibilities in regards to LAC & PLAC as detailed within this policy and related guidance.
 - LAC Pupil Premium is used 'to the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP)'
 - Allocation of PPG funding for PLAC pupils is informed by the Education Endowment Fund guidance, is outlined within the schools online pupil premium statement and Carterhatch Infant Schools Pupil Premium Strategy, and is spent appropriately and to benefit the needs of PLAC at Carterhatch Infant School.
 - All staff are aware of '*Keeping Children Safe in Education*' guidance, particularly in relation to vulnerable groups and their propensity towards being both the victims and perpetrator of Criminal and Child Sexual Exploitation and abuse.
 - The Local Authority (Social Workers and the Virtual School) are informed of the suspension or permanent exclusion from school of any LAC. If the child is PLAC, a referral to Jane Manning (jane.manning@enfield.gov.uk) Enfield PLAC Officer should, with parental consent, be made, as well as to the Virtual School Head.
 - An Anti bullying Policy is in place and stringently followed which recognises that a significant proportion of LAC have experienced bullying at some point.
 - The suspension and permanent exclusion of LAC & PLAC is avoided, alternatives are considered and additional support is put in place to support those pupils at risk of suspension or permanent exclusion.
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- LAC & PLAC are encouraged and supported to continue engaging and achieving post 16.
 - Information in regards to LAC & PLAC is treated confidentially, but also provided swiftly to relevant agencies and new schools.
 - That LAC & PLAC students moving into Sixth Form automatically receive their vulnerable group Allowance/Bursary and that education is included within their pathway plan.
 - The SENCO is aware of those LAC/PLAC children in school, works closely with the DT and prioritises their access to additional support both internally and externally (including EP assessment).
 - The school adopts a trauma-informed approach and LAC / PLAC children are viewed through a trauma informed lens.

The Designated Teacher (DT) for LAC & PLAC

The Designated Teacher is responsible for and committed to championing the needs and attainment of LAC & PLAC pupils (up to the age of 18), in an effort to bridge the gap and raise their attainment so that it is in-line with their peers.

The DT is a qualified teacher and “someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.” or The Headteacher or Assistant Headteacher, as stipulated by *Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009*.

The designated teacher is responsible for:

- Coordinating support for LAC & PLAC in school and providing information, advice and training for staff and governors to raise awareness of their needs. For example raising awareness of possible Mental Health needs and the impact of poor attachment and trauma on behaviour and learning.
- Being the first point of contact for the Local Authority, LAC & PLAC, their carers and associated professionals, ensuring that a member of staff represents the school at all relevant meetings.
- Ensuring that all staff trained on Trauma & Attachment.
- Liaising with the Virtual School, Social Workers, Carers and other relevant professionals when LAC & PLAC are experiencing difficulties and or at risk of exclusion, arranging meetings to share concerns and plan interventions.
- Ensuring that all LAC & PLAC (and their carers) have an identified member of staff that they can approach in school.
- Monitoring the progress of LAC & PLAC throughout the school year culminating in an annual progress report to Governors.
- Coordinating and planning smooth LAC & PLAC educational transitions, including starting school, changing Key Stage etc keeping in mind their needs, in conjunction with the carers, parents, Virtual School and other professionals.
- Swiftly identifying possible learning needs, safeguarding and mental health concerns to the Safeguarding Lead, Mental Health Lead and SENCO where appropriate and jointly planning interventions to address these concerns.
- Encouraging LAC & PLAC pupils to take part in extra curricular activities and trips, and removing any hidden barriers to their involvement.
- Ensuring instances of bullying affecting LAC & PLAC pupils is acted upon swiftly and that appropriate support is put in place.
- Maintaining the confidentiality of LAC & PLAC, sharing personal information on a need to know basis only.
- Using the PLAC PP+ appropriately and creatively to address the needs of PLAC pupils in school.
- Ensuring that LAC & PLAC have access to appropriate ongoing careers advice at the earliest opportunity and that they are encouraged to engage with post 16 education.
- Making sure that LAC & PLAC automatically receive their ‘vulnerable group Bursary’ and that it is allocated appropriately.
- PEP’s (Personal Education Plans)

- Ensuring that PEP's for LAC are accurate, effective, relevant and completed within the identified timescales with the child, social worker, carers and any other relevant professionals.
- PEP's for LAC children with ECHP's complement rather than mirror the EHCP.
- Ensuring that targets on the PEP are SMART (Specific, Measurable, Achievable, Relevant and Termly).
- Advising relevant staff of PEP targets, making sure that staff work with pupils to meet their targets.
- Ensuring that the Pupil Premium for LAC is used appropriately to support the child in meeting targets outlined within the PEP.

All staff

- Have high expectations in regard to the achievement of LAC & PLAC pupils.
- Ensure that the individual needs of LAC & PLAC are met through quality, differentiated teaching.
- Are aware that LAC and PLAC have high rates of SEN and flag concerns regarding learning with the SENCO and DT.
- Are aware of the specific needs of LAC & PLAC in relation to Attachment and Trauma and make appropriate adjustment to teaching and classroom management to meet these needs.
- Are aware of the prevalence of LAC & PLAC mental health needs, and flag concerns to the DT and Mental Health lead.
- Work proactively with the DT to ensure that LAC & PLAC meet their targets and achieve, highlighting any barriers to learning, and inclusion at the earliest opportunity.
- Work to ensure the Inclusion of LAC & PLAC within the School community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationships with peers in line with the Anti Bullying policy.

PLAC

The experiences and outcomes of PLAC can be very similar to those of LAC. PLAC educational needs are unlikely to have changed just because their care status has. To address this, the needs of LAC and PLAC are prioritised and addressed in a similar way. The progress of PLAC pupils is reviewed termly and we work proactively with parents, carers and other professionals to address any areas of concern and put in place support as appropriate.

Parents and Carers of PLAC are encouraged to identify their child's previously looked after status on entry to the school and are required to produce documentation to support this. All parents are written to annually to request that they make us aware of their child's PLAC status. All information is treated confidentially.

LAC & PLAC pupils receive a similar level of support from the school. The attainment of PLAC pupils is monitored on a termly basis by the Designated Teacher and funding for additional support (over and above the support available for any other pupil) is funded by the annual PP+ of £2300 as outlined within the Carterhatch Infant schools Pupil Premium Strategy.

Concerns regarding the progress of PLAC pupils are highlighted to parents, carers and the Performance Education Development Officer at the Virtual School (with parental consent) in a timely

fashion so that support can be put in place swiftly. Parents/Guardians are directed to the Adoption Fund via LA Social Work assessment where necessary.

Admissions (See Admissions Policy for detail)

Carterhatch Infant *School* acknowledges and ensures that LAC & PLAC pupils are given priority for School Admissions as outlined within *DFE School Admissions Code Guidance 2014*. Priority admission is also now given to pupils who were adopted internationally.

We work collaboratively with the Virtual School regarding any concerns that we might have in relation to the admission of LAC & PLAC pupils. The Designated Teacher attends LAC & PLAC admissions meetings and works closely alongside the Virtual School, Social Worker, Carers and any other professionals to ensure that pupils feel supported, and have a successful smooth transition in to school life.

Inclusion (See Inclusion Policy for Detail)

LAC & PLAC pupils are encouraged to take part in all aspects of school life. Through effective communication with carers, professionals and staff, as well as the appropriate use of pupil premium and the PPG, we work to remove the barriers to LAC & PLAC pupils having a robust, enjoyable and valuable school experience.

The experiences of LAC & PLAC has resulted in disproportionate levels of Special Educational Needs within these groups. Nationally 70% of LAC have some form of SEN. In acknowledgement of this, individual attainment is monitored closely by the Designated Teacher via the PEP process and any concerns are identified and highlighted to the SENCO and Virtual School. Concerns raised by Carers, Social Workers and the Virtual School are welcomed and swiftly acted upon. Where it is felt that further assessment may be needed, LAC & PLAC access to the SEN assessment process and interventions are prioritised.

A significant proportion of LAC (and therefore PLAC) have undiagnosed Speech and Language needs which impacts on educational outcomes. In recognition of this, all LAC & PLAC (with the consent of parents & carers) are screened on entry for Speech, Language and Communication Needs. The outcome of LAC screening is communicated to the Virtual School and areas of concern are addressed swiftly with in-school support. Significant or continuing concerns are referred to specialist support from Speech and Language services.

Pupil Premium Grant & Pupil Premium Plus (See Pupil Premium Policy and Virtual School Pupil Premium Policy for Details)

Pupil Premium Grant (PPG)

A Pupil Premium Grant of £520 per term is provided by the Local Authority to assist the school with ensuring that pupils meet the targets outlined within their PEP. In line with Local Authority policy, pupil premium for each LAC is used to support:

- Academic achievement and progress.
- Wider achievement e.g. in an area in which the child is gifted and talented.
- Attendance.
- Inclusion [by reducing internal and external suspensions].
- Social skills.
- Transition into the next key stage and/or a new learning provider

In instances where further funding is needed for support, advice from the Virtual School will be sought.

Pupil Premium Plus (PP+)

From 1 April 2023, for the first time, pupil premium eligibility for pupils who have been adopted from care or have left care **will include children adopted from state care or equivalent from outside England and Wales**. While the PP+ for PLAC is not a 'personal budget,' should a PLAC require support over and above that which is provided for any other pupil, the PP+ will be used to fund this.

PP+ for PLAC is also 'pooled' and used to provide additional support and services to raise the attainment of PLAC within school as outlined by our online Pupil Premium Strategy Statement and as part of a 3 year Pupil Premium Strategy, for instance:

- ETIPPS (Enfield Trauma Informed Practise) Training for all staff
- Purchasing LAC SALT screening tool to use with PLAC pupils who start school.
- One to one tuition
- Mentoring programmes
- Additional support for transitions.

Attendance (*See Attendance Policy for detail*)

The attendance of LAC is carefully monitored and reported daily to Welfare Call. Carers and Parents of LAC & PLAC will be contacted regarding unauthorised absences daily. Concerns regarding attendance including identified patterns of absence will be raised with parents, carers, social workers and professionals.

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. Part-time timetables are not used to manage a pupil's behaviour. Any reduction in a LAC's timetable is discussed and agreed (in advance) with the Virtual School Headteacher.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Suspensions and Permanent Exclusion (*See Suspension and Permanent Exclusion Policy and Enfield's Suspensions and Permanent Exclusions Policy for detail*)

LAC and PLAC have disproportionately high levels of suspensions and permanent exclusion from schools nationally, placing them at a further educational disadvantage.

In line with Local Authority and DfE Guidance, Carterhatch Infant School do not permanently exclude LAC & PLAC. In addition, we work closely with the Local Authority to avoid the fixed term exclusion of both groups.

Advice and support from the Local Authority (Social workers, the Virtual School or the Permanence Educational Support Officer) will be sought where it is felt that a LAC or PLAC may become at risk of exclusion. Support and alternatives to exclusion will be considered.

Alternatives to exclusion may include:

- Internal exclusions
- Restorative Justice
- Managed Moves (through the Headteacher of the Virtual School for LAC and Fair Access for PLAC)
- CAMHs support
- Additional therapeutic intervention via the Adoption Fund (PLAC only)

Where a suspension of a LAC is unavoidable, the Virtual School is contacted prior to the decision being made and carers and the Virtual School are contacted prior to the pupil leaving the school site. Alternative provision is provided on day one of the suspension. Plans and support are put in place to avoid further suspensions on the child's return to school.

Other Relevant School Policies

Anti Bullying

Exclusion

Attendance

Inclusion

Admissions

Pupil Premium Statement & Strategy

Attendance

Equalities

Behaviour Policy