



Looked After Children (LAC) Policy

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Date of last review:	April 2017	Date of next review:	April 2020
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Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Signed		Designation	Chair of Governors
Name		Date	April 2017



1. The Objective

To promote the educational achievement and welfare of Looked After Children.

2. The Name of the Designated Teacher(s) for Looked After Children

- Helen Shepherd, Headteacher

3. The Role of the Designated Teacher for Looked After Children

Within School:

- to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by Looked After Children including communication and other issues that may arise due to their deafness and understand the need for positive systems of support to overcome these difficulties
- to inform members of staff of the general educational needs of Looked After Children and to promote the involvement of these children in extra-curricular activities, school councils etc.
- to act as an advocate for Looked After Children
- to develop and monitor systems for liaising with carers, Social Workers and the Virtual School for Looked After Children
- to hold a supervisory brief for all Looked After Children e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date
- to monitor the educational progress of all Looked After Children in order to inform the school's development and provision/intervention planning, thereby ensuring that the attainment 'gap' is closing
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy
- to ensure the involvement of LA Careers Advisers with year 11 Looked After Children
- to report annually (summer term) to the Pupil Committee of the Governing Body of the school on Looked after Children's progress

Work with Individual Looked After Children:

- to enable the pupil to make a contribution to the educational aspects of their Care Plan; especially,
- helping to ensure that each pupil has a Personal Education Plan - PEP (initiated by the pupil's Social Worker) or Early Years PEP (aged 3 to end of Reception Year)
- to ensure that a home-school agreement is drawn up with the primary carer and signed by the Social Worker.

Liaison:

- to liaise with the member of staff responsible or the Headteacher, for monitoring children on the Child Protection Register
- to help co-ordinate education and PEP reviews so that they can inform the pupil's Care Plan
- to attend, when appropriate, or arrange for someone else to attend, Looked After Children Care Plan meetings
- to be the named contact for colleagues (including the Virtual School)
- to forward information on Derby City Looked After Children's current and target NC levels to the Virtual School (see PEP document)
- to ensure the speedy transfer of information between agencies and individuals

Training:

- to develop knowledge of legislation and good practice by attending training and events organised by the Virtual School and cascade to school staff as appropriate



4. The Name of a Governor with Special Responsibility for Looked After Children:

- Shirley Hewitt

5. The Role of that Governor

The named governor will ensure reporting to the Governing Body on an annual basis:

- a comparison of progress/results as a discrete group
- the attendance of pupils as a discrete group
- the level of fixed term/permanent exclusions
- pupil destinations at each transition stage
- will ensure a school's self-audit of provision for Looked After Children is undertaken

The named governor should be satisfied that the school's policies and procedure ensure that Looked After Children have equal access to:

- the full curriculum and extra-curricular activities
- public examinations
- careers information, advice and guidance
- additional educational support
- work experience

6. Responsibility for Looked After Children in School

- It is important that all teaching staff in contact with the child or young person are aware that he/she is being Looked After by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After Children.
- It is appropriate for an Education Assistant to have knowledge that the young person is Looked After when directly involved in the teaching of the young person.
- In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Looked After children.

7. Admission Arrangements

- On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed for a PEP meeting, taking reference to statutory timescales. An appropriate school induction will take place.

8. Involving the Young Person

- It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the social worker, and their carer(s) are working together to promote their education.

9. Communication with Other Agencies

- RSDD will ensure that a copy of all reports (e.g. end of year reports) are forwarded to the young person's Social Worker in addition to the Foster Carer or Residential Social Worker.
- Schools, Families First, including the Virtual School and education services should endeavour to co-ordinate their review meetings e.g. to have an Annual Review of EHCP combined with a Statutory Care Review.
- Schools, Families First, including the Virtual School and education services will need to exchange information between formal reviews if there are significant changes in the young



person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

10. Assessment, Monitoring and Review Procedures

- Each Looked After Child will have an Education/Care Plan that will include a PEP which the Social Worker takes a lead in developing. School will play an active role in contributing to those areas of the PEP that are education related e.g.
 - SMART target setting
 - identification of current and target progress
 - how additional resources are being utilised to meet educational targets (e.g. the Pupil Premium, Personal Education Allowance)
 - attendance
 - involvement in Extra Curricular Activities
 - Special Educational Needs (if any)
 - Communication preferences
 - long term plans and aspirations
- The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by the Social Worker supported by the Designated LAC Teacher.
- The named governor will ensure annually reporting to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.
- Key plans to be considered at a review are:
 - Care Plan
 - Health Care Plan
 - Pathway Plan (if applicable)
 - PEP
 - Residential/school Care Plan
- Review Frequency
 - Initial review within 20 days of a child first becoming Looked After
 - Second review within 3 months of an initial review
 - Subsequent LAR will be conducted not more than 6 months after any previous review
- The LAC review can be brought forward if
 - The child or young person is absent from placement or residence
 - There is a risk of harm
 - At the child or young person's request (unless the Reviewing Officer considers that the review is not justified)
 - As soon as practicable after a placement move
 - Where a significant change to the Care Plan is required
 - If required by the Reviewing Officer or other significant person
 - If the LA proposes to cease accommodation for the LAC
- Reviews can take place at RSDD or within the local authority depending on the young person's location. If the young person is involved a qualified interpreter will be present to communicate

Links to other policies and procedures

Safeguarding Policy



Appendix 1

Contact Details for the Derby and Derbyshire Virtual School for Children in Care			
Name	Position	Email	Telephone Number
Graeme Ferguson	Head Teacher	Graeme.ferguson@derby.gov.uk	07812301044
Catherine Ward	Specialist Education Officer	Catherine.Ward@derby.gov.uk	01332 640346
Kate Harm	Specialist Education Officer	Kate.Harm@derby.gov.uk	01332 641439
James Cottrell	PEP advisor	James.cottrell@derby.gov.uk	01332 640350
Sarah Parkman	Lead Designated Teacher	Sarah.Parkman@derby.gov.uk	01332 640346

Refer to Derby City Council Derby Children's Social Care Procedures Manual March 2015