



Queen's Park C.E./U.R.C.
Primary School

*LAC and
Previously LAC Policy*

September 2024

*To be reviewed September
2025*

With God, everything is possible (Matthew 19:26) #everythingispossible

Our vision for Queen's Park C.E./U.R.C. Primary School

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Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

Our Core Christian Values

Love

Forgiveness

Trust

Respect

Honesty

Hope

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children Leaving Care Act 2000
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'The Designated Teacher for looked after children and previously looked after children'
- DfE (2023/2024) Keeping Children Safe in Education
- DfE (2023) Working Together to Safeguard Children
- DfE (2022) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policy documents:

- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Special Education Needs and Disabilities Policy
- Mental Health and Wellbeing Policy

The governing body of Queen's Park 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.

Definitions

"Looked after Children (LAC) or Children we Look After (CLA)" are defined as:

- Children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who not subject to an order but are accommodated by the LA under an agreement with their parents.

"Previously Looked After" are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care'.

Our school recognises that children who are looked after in local authority care (or have been looked after) 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. Children who are looked after or have been looked after may not make expected progress at school due to (but not limited to):

- Placement instability.
- Unsatisfactory educational experiences of too 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.

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- 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 Queen's Park Primary School

Designated Teacher

Miss Jennie Bailey

Head Teacher

Mrs Justine Kellett

Pastoral Manager

Mrs Michelle Leadbetter

All of the above can be contacted on 01744 678202 or via the email link on the school's website.

St Helens Authority Virtual Head

Ms Heather Addison

Queen's Park CE/ URC Primary School's LAC Governor

Mrs Debbie Dowd - St Helens Governor Services – St Helens Local Authority – Atlas House, St Helens

Class teachers, teaching assistants are also accountable for the provision for LAC and previously LAC at Queen's Park CE / URC 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;

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- ☒ 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 they 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. Mrs Leadbetter (Pastoral Manager) 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 Kellett (Head Teacher) and Mrs Leadbetter (Pastoral Manager).

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;

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- ensuring that there is a named Designated Teacher for LAC and previously LAC children;
- supporting the Head Teacher, 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 is 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 scaffolded learning opportunities for all the children within the school and provide materials appropriate to 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.

Safeguarding

The school recognises that many LAC and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation. This policy should be used in conjunction with the school 'Child Protection and Safeguarding Policy'.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible.

Where a LAC or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence or missing education where there are known safeguarding risks.

When there is reasonable cause to suspect that a LAC or PLAC is suffering or is likely to suffer significant harm, the school will collaborate in the multi-agency strategy discussion where appropriate to determine

the pupil's welfare and plan rapid further action as necessary. The school's representative at any strategy discussion meetings will be sufficiently senior, skilled and experienced, and authorised to make decisions on the school's behalf. Information and analysis about the pupil and their family will be provided as required.

Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a LAC or PLAC is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

Monitoring of Provision for LAC and Previously LAC

It is the role of Miss Jennie Bailey (Designated Teacher) to monitor and evaluate the provision for LAC and Previously LAC at Queen's Park 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 Designated Teacher and Leadership Team;
- ☐ ongoing assessment of progress made by intervention groups;
- ☐ work sampling on a termly basis;
- ☐ scrutiny of planning;
- ☐ teacher interviews with the Designated Teacher/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, the Designated Teacher and the Headteacher

Personal Education Plans (PEP) for LAC

Any child who is identified as a LAC at Queen's Park 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', which is a requirement enforced by St Helen's Virtual School. This is completed by the child, Designated Teacher 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 intend to use pupil premium funding to

ensure the best possible outcomes for the LAC.

Working Collaboratively with the Virtual School

The Designated Teacher in school ensures all copies of relevant reports are forwarded to the LAC social workers, in addition to carers, parents (if appropriate) or residential social workers. They also co-ordinate review meetings with the Virtual School and social workers to ensure statutory reviews such as PEP reviews and LAC reviews are completed.

The Designated Teacher also communicates with the Virtual School and child's social worker to facilitate the completion of the PEP. This includes planning the agreed use of Pupil Premium + spend, ensuring this is closely aligned with the child's PEP targets.

Pupil Premium + spend for post LAC children is allocated directly to and managed by the school. The Designated Teacher and Headteacher work collaboratively with the Governing Body to deploy this spend to support the needs of post LAC in school.

Mental Health and Wellbeing

LAC and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The designated teacher and staff who work with LAC or PLAC will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

The designated teacher will work with the Virtual School to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and knows how to access further assessment and support, where necessary.

We have a strong pastoral team at our school who support the mental health and wellbeing of our children. We have a graduated approach to the support given which can be found in our 'Mental Health and Wellbeing Policy'.

Exclusions

The school will have regard to the DfE's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)' and recognises that suspending or excluding LAC can make them more vulnerable to harm due to not having the protection and opportunities school provides. The headteacher will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration.

Where staff at school has concerns about a child's behaviour, the Virtual School will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer

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of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour, following the school's graduated response to behaviour.

Exclusion will only be used as a last resort, after the school and Virtual School have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Information Sharing

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of LAC and PLAC are understood and met. The arrangements set out include:

- Who has access to information on LAC and PLAC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

School staff will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of LAC and PLAC. If staff members are in doubt about sharing information and data protection legislation, they will speak to the DSL.

The school will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

Training

The Designated Teacher and other school staff involved in the education of LAC and PLAC will receive the appropriate training, which includes training related to (but is not limited to):

- Attachment and Developmental Trauma
- Safeguarding
- Behaviour Management
- SEND
- Quality First Teaching and Targeted Intervention

Confidentiality

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

This policy was approved by governors in September 2024 and will be reviewed annually following rigorous monitoring of the implementation of the policy throughout the academic year.