Uplands Infant & Nursery School

Leicester City Council

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

Guidance for the education of Looked After Children (LAC)

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

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Ratified by Governing Body:					
Sarah Orton				06/10/21	

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Introduction

Nationally, children who are Looked After significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked after Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with Every Child Matters. Helping Looked after Children succeed and providing a better future for them is a key priority for Uplands Infant School.

Objectives

The objective of this policy is to promote the educational achievement and welfare of children Looked After who are on roll at Uplands Infant School. This policy incorporates requirements set out within:

- The Council's duty under Section 52 of the Children Act 2004 (Nov 2005) to promote the educational achievement of Children who are looked after[1]
- The Role and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009)[2]
- The Education (Admission of Children looked after) (England) Regulations 2006[3]
- Keeping Children Safe in Education 2021[4]
- Working Together to Safeguard Children 2015[5]
- Leicester Safeguarding Partnership Board Procedures[6]

Promoting the education of looked after children (LA)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335964/Promoting_the_educational_achievement_of_looked_after_children_Final_23-....pdf

The Name of the Designated Teacher for Looked after Children in our school is:
Anneka Masson, Class Teacher

The name of the Governor, to support the named teacher for Looked after Children in our school is: Prabha Keshav, Safeguarding Governor

This guidance will be renewed annually by Uplands Infant School to ensure we are providing the best possible outcomes for the Looked after Children in our School.

[1] http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf
[2] https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children
[3] http://democraticservices.hounslow.gov.uk/(S(uulzpb45wtrmsuzfkyydbmqc))/documents/s20065/Education%20Admission%20of%20Looked%20After%20Children%20England%20Regs%202006.htm
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020050/KCSIE_2021_September_guidance.pdf
[5] https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
https://llrscb.proceduresonline.com/

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Who are Looked after Children?

Under the Children Act 1989, a child is 'looked after' by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They may fall into one of four main groups. Children may be accommodated under a voluntary agreement with their parents (section 20). They may be the subjects of a care order (section 31) or interim care order (section 38). Children can be the subjects of emergency orders for their protection (sections 44 and 46). They may also be compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21). The term **'in care'** refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are **'accommodated'** by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be **'Looked after Children' -** LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

All Looked after Children will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.

At Uplands Infant School we are committed to enhancing the achievement and welfare of Looked after Children in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked after Children.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked after Children.

The role of the school Governor is to:

- Ensure that the school provides a good framework of support for LAC attending the school.
- Follow the relevant statutory guidance.

- Appoint a suitably qualified teacher with the necessary experience and status as the designated teacher for LAC as per *Keeping Children Safe in Education 2021.*
- Ensure the designated teacher receives the full support needed to carry out their role effectively, including training and development opportunities so that they are able to increase their knowledge and understanding
- Ensure adequate time and resources are made available for the designated teacher to carry out their duties
- Ensure the designated teacher has opportunities to disseminate knowledge and information to other staff members so that the school environment is one that supports and continually monitors the effectiveness of school policies and the role of the designated teacher on outcomes for LAC pupils via an annual report to Governors provided by the designated teacher
- Act on any concerns raised by the designated teacher or arising from any other source with regard to promoting the education of LAC.

The Role of the Designated Teacher is to:

- Promote a culture within the school whereby staff have a good understanding of the specific educational needs of LAC and the barriers they face.
- Ensure that LAC are not disadvantaged under school policies by contributing to the development and review of school policies that actively support the education of LAC.
- Ensure LAC have a dedicated mentor within the school who can offer them support.
- Foster a culture of high expectations for LAC in staff and help raise the aspirations of looked after children.
- Be responsible for the oversight of the development and monitoring of termly PEPs within the school and setting SMART learning targets for LAC.
- Liaise with social workers and the Virtual School about individual children regarding their PEP and any associated issues with their learning.
- Develop a good understanding of care planning and how the PEP fits into the wider picture of the child's care.
- Promote best practice in helping LAC learn and achieve and helping staff to assess children's preferred learning styles and consider appropriate teaching strategies.
- Disseminate information to staff on how to provide effective support to individual looked after children in order to maximise their opportunities.
- Identify additional learning opportunities and resources for LAC.
- Help LAC become involved in the PEP planning process and ensure the *'voice of the child'* and their views are taken into account.
- Liaise with and report annually to the board of governors on outcomes for LAC.
- Liaise with carers to support home learning.
- Oversee transitions of LAC to and from the school and transfer of information to the advocate for LAC and pursue all resources and educational opportunities on their behalf.

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The roll of all staff

- Have high aspirations for the educational and personal achievement of Looked after Children, as for all pupils.
- Maintain Looked after Children's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked after Children to achieve stability and success within school.
- Promote the self-esteem of all Looked after Children.
- Have an understanding of the key issues that affect the learning of Looked after Children.
- Work to prevent bullying in line with the School's policy.

The role of the foster carer is to:

- Support the child's education and encourage them to achieve.
- Liaise with the child's social worker to agree tasks and areas of responsibility relating to the child's education.
- Contribute to the development and review of the child's PEP.
- Be the main point of contact for the school on a day to day basis and sign the home school agreement.
- Support the child to attend school regularly and engage in school activities and ensure adequate support at home for the child to carry out homework.
- Carry out any allocated tasks relating to the child's education and fulfilment of the corporate parenting role as set out in the child's placement plan.
- Attend parent's evenings and school performances that the child is involved in.
- Receive training and support that enables them to engage effectively with the education system and advocate for the child.
- Take an active interest in the child's education and provide a home environment that actively encourages learning.
- Ensure the child has access to books and materials to support their education.
- Ensure homework and revision is completed.
- Promote regular school attendance and good behaviour.
- Liaise with the school to deal with any arising issues.

Uplands Infant School understands its responsibilities in supporting and encouraging the educational development and achievement of LAC. In addition to allocating a named Staff Member and Governor for LAC, we work closely with the Virtual School Team to ensure we are fulfilling requirements as set out by the Local Authority.

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Virtual School Team

The role of the Virtual School Team involves working with a wide range of professionals to improve the educational outcomes, and therefore the life chances, of all Looked after Children, young people and care leavers for whom Leicester City Council is the corporate parent.

Aims of the Virtual School Team

- Promote the emotional well-being and educational achievement of all the children and young people in the care of Leicester City Council;
- Encourage a deeper understanding of the issues facing children and young people who have experienced separation and loss and how this impacts upon attainment and achievement;
- Improve and maintain excellent school attendance;
- Work with schools to avoid exclusions;
- Work with schools, carers and the young people to raise attainment and accelerate progress;
- Encourage young people to participate in a range of activities in and out of school relevant to their interests and abilities;
- Promote effective multi-agency working that benefits all looked after children and young people. Partners include:
    - Carers
    - Social workers
    - Schools
    - Independent Reviewing Officers
    - Residential children's homes
    - Youth Offending Service
    - Special Education Service
    - Education Welfare Service
    - Educational Psychology Service
    - Raising Achievement Team
    - Child and Adolescent Mental Health Service (CAMHS)
    - Admission and Exclusion team
    - The Heritage Panel
    - Leicester City Football Club

Personal Education Plans (PEPs)

PEP is a mechanism for promoting and prioritising the education of young people in public care and is a statutory requirement. Uplands Infant School ensures that there is a PEP for every LAC in our school, and we ensure that PEPs are revisited and reviewed 3 times each year - once in each school term. The planning process for PEP meetings will be carried out in collaboration between our school, the social worker, the

carer, the young person and the Virtual School Team. The designated person for LAC in our school, Rebecca Conway, will ensure regular meetings take place and that they are the single point of contact for all LAC in our school.

Uplands Infant School will set appropriate SMART targets that will enable each young person to make accelerated progress. Our School may request Pupil Premium Plus funding each term via the PEP for activity that is additional to and different from what the school would normally be expected to provide and that will enable each young person to learn and grow.

Uplands Infant School completes all PEPs online template using ePep, in line with Local Authority Procedures and will seek advice from the Virtual School Team as necessary.