



Queen's Park CE / URC Primary School

Looked After Children (LAC) and Previously Looked After Children Policy

September 2019

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. Children who are "looked after" may be "Accommodated" "In Care" or "remanded/ detained" as follows:

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/Detained

A child can be remanded or detained as in the following:

- an emergency protection order
- removed by police using their powers of protection
- remanded by a court following criminal charges
- a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Our school recognises that:

Children who are looked after in local authority care have the same

Together we believe, achieve and enjoy.



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.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability.
- Unsatisfactory educational experiences of many carers.
- Too much time out of school.
- Insufficient help if they fall behind.
- Unmet needs - emotional, mental, physical.

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

Mr Russell Curran

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

Mrs Sarah Platt

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

Mrs Horsley - St Helens Governor Services - St Helens Local Authority - Atlas House, St Helens

Class teachers, teaching assistants and the school's nurture base leaders 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 the transferred between agencies and individuals;
- preparing a report on the child's education review.
- Giving feedback from meetings

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. Mr Curran (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 Safe Guarding - Mrs Kellett (Head Teacher) and Mr Curran (Pastoral Manager).

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 differentiated 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.

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.

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.



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.

Confidentiality

- 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 a LAC is stored in a locked cupboard in the SLT office or on a secure server on the school network. The online safeguarding programme CPOMs is also used to store information regarding LAC/previously LAC.*