



**Leicester  
Partnership  
School**

# **Looked after Children Policy**

<b>Schedule for Development, Monitoring and Review</b>	
Approved by governors on:	October 2019
Implementation monitored by:	Jude Colver
Review arrangements:	Annually All policies will be reviewed if there are any significant developments or changes to legislation
Reviewed:	October 2020 October 2021
The next review of this policy:	<b>October 2022</b>

## **LOOKED AFTER CHILDRENS' POLICY**

### **AIMS**

The aim of this policy is to inform all stakeholders of the provision and processes which exist for students who are on the roll of The Leicester Partnership School and are a Looked After Child (LAC).

LPS believes that Looked After Children through their education should, enjoy and achieve, be healthy, stay safe, make a positive contribution and achieve economic well-being.

LPS are corporate parents legally because we are in loco parentis. As corporate parents we accept that we have to be challenged by the question 'is this good enough for my child?'

The primary aims of the provision for our Looked After Children are to ensure that:

- Professionals work together, overcome differences and be child and solution focused.
- Our LAC have timely access to education that meets their needs. No LAC will be without an appropriate education to address those needs.
- Our LAC do not miss or be excluded from education: we will always work to find solutions and alternatives for individual LAC whilst always being mindful of their needs and their emotional and mental well-being. This proactive way of working will support high levels of attendance and reduce levels of exclusion
- Our LAC feel safe in school and our aspiration is that they will also enjoy learning.

## **DESIGNATED TEACHER**

LPS has a member of the Senior Leadership Team who is the Designated Teacher for Looked After Children. This is in accordance with the statutory guidance *“The role and responsibilities of the designated teacher for Children in Care “*

The Designated Teacher:

- Has knowledge of the Looked After Children in school and those who have recently left care and who may therefore, still need support
- Makes sure the young person has the opportunity to share their views and that these views are responded to
- Promotes a culture of high expectations and aspirations for the achievement of Looked After Children
- Has sufficient up to date knowledge and training about the education, care and health [both physical and psychological] needs of Looked After Children.
- Ensures each LAC has an up to date, complete and high quality Personal Education Plan [PEP] every term.
- Ensures appropriate interventions and assessments are carried out so barriers to learning are overcome and that these plans are recorded in the PEP
- Makes sure that Looked After Children are prioritised in support arrangements and that carers understand the importance of supporting learning at home
- Works closely with other agencies, sharing information as appropriate.
- Ensures that there are well supported plans for transitions including a plan for education, training and employment Post 16.
- Attends training relevant to the role
- Ensures statutory funding (Pupil Premium Plus) is spent effectively and contributes to rapidly improving the education of all LAC in the school.
- Attends and contribute to LAC reviews
- Regularly reviews provision and outcomes for LAC
- Promotes multi agency working and a solution focused, child centred approach
- Ensures the outcomes for Looked After Children are tracked, monitored and appropriate interventions are put in place and included in termly PEPs
- Acts in accordance with the law and admissions codes as they apply to schools, giving timely access to Looked After Children.
- Works with the local authority and other authorities to plan for admissions.
- If appropriate, ensures that ‘pre admission professionals [and if appropriate PEP] meetings’ are held and that arrangements are in place to support a child starting a new school
- Ensures the PEP is reviewed within 28 days of admission.

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- Ensures Looked After Children have access to the best of what the school has to offer and that barriers to do with being in care which might make this difficult are overcome
- Works with, supports and challenges wider partnerships in providing the best possible educational provision and support for our Looked After Children.
- Takes the lead in ensuring support or assessment from other agencies is in place.
- Expects, direct, clear, timely advice from professionals, including attendance at meetings.

### **VIRTUAL SCHOOL TEAM SUPPORT**

LPS works closely with The Virtual School Team and has its own allocated officer who is the first point of contact: Both LPS and VST work together to:

- Ensure that LAC have access to high quality learning and support, which meets their needs in a timely way and leads them onto a long term education, training and employment pathway
- Direct, targeted support for Looked After Children
- Be effective in working with other agencies, Personal Education Planning, preventing exclusion and promoting inclusion
- Support and advise our LAC's social workers, foster carers and other agencies.
- Provide advice to other local authorities who have Looked After Children educated in our school.
- Provide Data and analyse the outcomes for Looked After Children in the LA.
- Ensure that funding and resources already in the school's budget to prevent exclusion [e.g. Pupil Premium Plus] will be used to promote inclusion and prevent exclusion.
- Ensure that the Designated Teacher from the next educational placement-including the designated tutor or equivalent in FE/VI Form College will be invited to the professionals and PEP meetings held at LPS.
- Ensure that from Year 9 onwards a plan for Further Education, training and employment will be written into the PEP with the support from The Careers Advisor. The Careers Advisor will hand this plan over to the Post 16 provider.

### **Monitoring and Review**

This policy and the progress of LAC is monitored and reviewed through:

- End of topic tests
- Half-termly and termly progress monitoring and tracking
- Reporting home to Parents/Carers
- Behaviour profiles
- Weekly target setting
- Pastoral Support Plan Meetings

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- Meetings with EPS
- Meetings with VST
- Classroom observations
- Learning Walks
- Initial meetings, progress review meetings, exit meetings
- Integrated Assessment Meetings
- Behaviour targets
- Statement/EHCP Annual Reviews
- Multi Agency Meetings
- PEP meetings and Reviews
- LAC Reviews