



St Barnabas Church of England Primary Academy

Policy for the Education of Looked After and Previously Looked After Children

Our mission at St Barnabas is to ensure that all children are:

‘Achieving great things through learning and growing together in a love-filled Christian family.’

Within this mission, our overriding value is love. Therefore we treat all children as individuals, striving to meet their specific needs whether educational, emotional or social, while giving them equal opportunities to grow and develop in all areas of their learning.

Looked after children (LAC) are those who are the subject of an interim or full care order, they may or may not be living with their birth parents or other family member and it may or may not be a voluntary arrangement.

Previously Looked After Children (PLAC) are those who have been LAC and have been adopted / long term fostered; these children may be subject to a Special Guardianship Order (SGO). This category does not include children who have been returned to the care of their parents.

At St Barnabas we work closely with a number of local authorities, including Blackburn with Darwen and Bolton and support them by playing an active role in the shared corporate parent responsibility.

Mrs Ham is the designated teacher for LAC / PLAC, supported by Mrs Banks.

On behalf of the children, Mrs Ham and Mrs Banks will:

- Ensure access to a safe and secure environment where education is valued and there is a strong belief in the abilities and potential of all children
- Maintain an up to date record of LAC / PLAC including, status, placement type, social worker details, daily contact details, SEND status, CP details, baseline information, attendance, attainment and exclusions $\bar{\omega}$ Attend, or ensure someone attends, all LAC reviews, PEP meetings and care planning meetings
- Have an efficient system in place to inform necessary staff of the status of a LAC / PLAC and work with the staff to address any problems. NB any such information is confidential and should be treated with due care and concern
- Have an understanding of the specific challenges faced by LAC / PLAC and work with all stakeholders towards being a trauma and ACE informed school
- Liaise with the child and the social worker to draw up a PEP, a Personal Educational Plan, (not necessary for PLAC) and if necessary use this to inform an IEP, Individual Education Plan, EHCP, Transition plan or pastoral support programme.
- Work with the LAC / PLAC to arrive at a statement about their circumstances that they are happy to share with others

- Ensure that pupil premium plus is applied for (using each authority's virtual school policy) and spent appropriately on the child concerned to maximize learning and development opportunities
- Work with our Administrative staff to ensure that daily Children's Social Care attendance checks (LAC only) will be completed securely without breach of GDPR or confidence and that SIMS information regarding status is up to date and available to appropriate agencies eg attendance
- Ensure that on transfer to another school all relevant information is handed over secure
- Monitor the progress of all LAC / PLAC and liaise with guardians and outside agencies regularly, this will include attending Case Conferences, reviews and core groups
- Strive to ensure that LAC / PLAC are not disadvantaged in any way because of their legal status and that they have equal access to all school activities, pastoral support and other opportunities
- Ensure that LAC / PLAC access all suitable interventions targeted specifically at them eg 1-1 tuition
- Keep up to date with training needs and opportunities for all staff including the designated lead and ensure training is cascaded to others
- Keep school up to date with the implications of current legislation, local policies on school and LAC / PLAC

There is a named governor for LAC / PLAC: currently Jen Frankish who reports to the governing body on an annual basis with information including;

- The number of LAC / PLAC in the school. A comparison of test scores as a discrete group, compared with those of other pupils.
- The attendance of pupils as a discrete group, compared to other pupils.
- The level of fixed term/permanent exclusions.
- How the Pupil Premium for LAC / PLAC has been used.
- Pupil destinations.

The named governor will also ensure that our policies and procedures guarantee that LAC and PLAC have equal access to:

- The national curriculum
- Public Examinations
- Extra-Curricular Activities Additional Educational Support as appropriate

Responsibility for LAC / PLAC in school

All teachers involved with the child and any support staff directly involved should be aware of the child's status. The head teacher and / or the designated teacher are responsible for this and should decide if it is appropriate to share information with others eg cover supply staff.

Admission Arrangements

Records will be requested from the previous school on admission. A meeting will be held with social worker and carers and a home school agreement drawn up. Baseline information will be gathered and a PEP drawn up.

Involving the young person

The young person will be aware of and will contribute to their PEP and their views, wishes and feelings will be gained and shared in an age / understanding appropriate way.

Communication with other agencies

There will be regular meetings between all involved agencies and parties to facilitate information sharing leading to good outcomes for the child. School reports will be shared with carers, birth parents, if agreed by social worker, and with the social worker.

Updating Documentation

This policy will be regularly reviewed to assess its value as a working document. Those areas that have not worked particularly well will be modified according to the experiences that have taken place and in line with any updated legislation.

This policy was updated March 2020 and will be reviewed Spring term 2021.