



THE FEDERATION OF HACKBRIDGE PRIMARY SCHOOL & SPENCER NURSERY SCHOOL

Designated Teacher for Looked After Children (LAC) and Previously LAC (PLAC) Policy

1. Introduction

This policy was written taking reference to the statutory guidance '[The designated teacher for looked-after and previously looked-after children](#)' – February 2018. It also takes into account [section 20](#) and [section 20A](#) of the Children and Young Persons Act 2008.

This policy should be read in conjunction with our Child Protection and Safeguarding Policy, Behaviour & Anti-Bullying Policy, Exclusions Policy, SEND Policy and Supporting Pupils with Medical Conditions Policy.

2. Definitions

Looked-after children are registered pupils that are:

- In the care of the local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours.

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - o A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - o A special guardianship order
 - o An adoption order
- They appear to the governing body to have:
 - o Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - o Ceased to be in that state care as a result of being adopted.

3. Why do looked-after and previously looked-after children need the support of a Designated Teacher?

- Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN needs careful assessment and planning. Excellent practice in supporting looked-after and previously looked-after children already exists in many schools. The designated teacher role is statutory to help ensure that effective practice becomes universal.
- Attainment data for looked-after and previously looked-after children shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-looked-after children.
- The support that schools and designated teachers give to children who are looked-after and previously looked-after should not be seen in isolation. All looked-after and previously

looked-after children will have a wide range of support mechanisms that will assist in promoting their educational achievement. The child's foster carer (or residential care worker), social worker or, for previously looked-after children, parents or guardian, will have day-to-day responsibilities for the child.

4. Roles & Responsibilities

4.1 The Governing Body

- Through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the Pupil Premium for these children is used) and their level of progress.
- Ensure all Governors are aware of the guidance for looked-after children and previously looked-after children.
- Ensure the Designated Teacher is able to access training needed to fulfil the role.
- Review this guidance annually.

4.2 The Designated Teacher

Our Designated Teacher is Mrs Natasha Edmonds-Chappell (HPS) and Miss Natalie Robins (SNS)

- Be a central point for initial contact within the school.
- Ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
- Promote the education of looked-after and previously looked-after children and promote a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.
- Take lead responsibility to ensure all school staff understand things that can affect how looked-after and previously looked-after children learn and achieve.
- Ensure all staff have high expectations of looked-after and previously looked-after children's learning.
- Ensure all staff are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
- Ensure all staff understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.
- For previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.
- Contribute to the development and review of whole school policies and procedures to ensure:
 - that looked-after children and previously looked-after children are not put at a disadvantage
 - there is effective induction for looked-after and previously looked-after children starting school, new to the school and new to care
 - there are effective procedures in place to support a looked-after child's learning
 - particular account is taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what s/he can achieve

- transitions to the next phase of a child’s education are supported effectively to avoid children losing ground – e.g. moving schools from primary to secondary school or because of a change in placement or exclusion
- thought is given to the future, careers advice and guidance, and financial information about where appropriate further and higher education, training and employment;
- when enrolling at the school, parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to attract Pupil Premium
- there are no barriers to looked-after children accessing the general activities and experiences the school offers to all its pupils (e.g. taking into account possible transport difficulties and the arrangements for looked-after children to attend meetings)
- Promoting a culture in which looked-after and previously looked-after children;
 - are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
 - are encouraged to participate in school activities and in decision making within the school and the care system
 - believe they can succeed and aspire to further and higher education or highly skilled jobs
 - can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
- Being a source of advice for teachers about:
 - differentiated teaching strategies appropriate for individual pupils who are looked-after or previously looked-after children
 - the use of assessment approaches to improve the short and medium term progress of looked-after and previously looked after children, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
- Working directly with looked-after and previously looked-after children and their carers, parents or guardians to:
 - promote good home-school links
 - support progress by paying particular attention to effective communication with carers, parents or guardians
 - ensure carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home
 - ensure carers, parents or guardians are aware of how the school teaches key skills such as reading and numeracy
 - encourage high aspirations and working with the child to plan for their future success and fulfilment
- Working closely with the school’s SENCo and class teacher to ensure that any special educational needs of looked-after and previously looked-after children are addressed.

Policy adopted December 2019

This review: November 2021

Next review: November 2022

Resources Committee