



Red Hall Primary School

Looked After Children (LAC) Policy

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Updated:	
By:	Designated Teacher for LAC
Additional guidance added:	
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Red Hall Primary

LAC Policy



School Details

Designated Teacher for LAC: Stacy Luxon

Family Support Worker: Yvonne Watson

Introduction

This policy was reviewed and updated in line with the Children Act 1989.

As outlined in this document, all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

A pupil who is Looked After may have additional needs which call for additional provision, namely provision different from or additional to that normally available to pupils of the same age.

This policy is designed to outline the ways in which the school and its staff will work to promote the educational attainment, achievement, progression and welfare of Looked After Children in the care of Darlington whether they attend a school in Darlington or an Out-of-Authority school and for all Looked After Children in the care of other local authorities who attend Darlington Schools

Legal Framework

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 fall into four main groups.

- Children who are accommodated under a voluntary agreement with their parents (Section 20)
- Children who are the subjects of emergency orders for their protection (Sections 44 and 46)
- Children who are the subjects of a care order (Section 31) or interim care order (Section 38)
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (Section 21)

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.

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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.

For all children who receive more than 75 days of 'short breaks' in every 12 months LAC status applies and an independent Reviewing Officer is appointed. As the care arranged is not continuous, academic attainment does not have to be reported in the same way to the DfE.

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.

Our aims and objectives are;

1. To identify and provide support for pupils are Looked After.
2. To work within the guidance provided by the Children Act, the Virtual Head for LAC in Darlington and the LAC team.
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school.
4. To create a support structure to enable individuals to achieve.

The role of the Designated Teacher for LAC.

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and that staff understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.
- To act as an advocate for Looked After Children
- To develop and monitor systems for liaising with carers, social workers, health professionals and the Virtual School
- To hold supervisory brief for all Looked After Children, e.g. To ensure all relevant education and care information is available to school staff and carers, and that this information is kept up to date. It is important to be aware that some children in care do not want all adults or peers to know about their accommodation or care status
- To monitor the educational progress, attainment and attendance of Looked After Children
- To include targets on the performance of LAC within the School Development Plan

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- To intervene if there is evidence of individual under-achievement, absence from school or internal truancy
- To celebrate the success of all Looked After Children

Work with Individual Looked After Children

- To enable the child to make a contribution to the educational aspects of their care plan
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker from the Authority responsible for them). The PEP sets out appropriate targets and support available
- Ensure that the Pupil Premium which applies to LAC who have been in care 6 months and over is targeted at improving attainment and achievements. A summary of the impact of the Pupil Premium should be included on the school website
- To consult with the child or young person and ensure they have an appropriate adult who will attend school events eg. Parents evening, sports, drama events in order to provide support and encouragement

Liaison with other Partners

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register, ensuring all LAC in school are safeguarded
- To help an Independent Reviewing Office (IRO) co-ordinate education and Looked After Children review meetings, so that the Personal Education Plan can inform the child's Care Plan
- To attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children at care planning meetings and PEP meetings
- To be the named contact for colleagues in the Darlington Virtual School and other local authorities as appropriate
- To ensure the speedy transfer of information and school records between agencies and other schools
- To ensure the school admits Looked After Children in line with the Admissions Code of Practice; schools should admit all LAC separate to 'In Year Fair Access Protocols'
- To ensure that the Head teacher considers a range of strategies before exclusion for a LAC, which should be a last resort

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Training

The Designated Teacher will keep staff updated on any changes concerning LAC and encourage personal development in this field. The DT will budget appropriately for LAC priorities outlined in the School Improvement Plan. The DT will support and work with staff in order to ensure that individual pupil premium allowances are used to help children meet their PEP targets and to support their progress.

Red Hall continues to be part of the Darlington LAC Network, having access to training and support.

Arrangements for considering complaints about LAC provision within school

Initially, complaints should be discussed with the class teacher. Depending on the outcome of the meeting the DT should be informed or Head Teacher.

If no agreement can be arrived at the parent can then approach the school's governing body. They would also be given the name of the Virtual Head, the LEA identified/nominated person who has been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

Appendix A



Red Hall Primary School

LAC Information Report

(Looked After Children (LAC) Information Report)

February 2021

If your child is classed as Looked After and you would like to know more about what we offer, please contact us;

Designated Teacher: Stacy Luxon

Family Support Worker: Yvonne Watson

Contact: 01325 254770

Whole School Approach:

At Red Hall Primary School, we believe that every pupil has the right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating environment which values each child and encourages them to achieve their full potential (Please see school ethos and vision)

We offer EVERY child or young person in our care, high quality first teaching and additional differentiated and personalised approaches to teaching and learning or interventions where required.

All teachers are responsible for every child in their care, including those who are LAC. (**Reference:** Teaching & Learning Policy)

Some children who are Looked After may require additional support with academic, emotional or social skills.

Details of our provision

- *Key Stage 1 Learning Hub Class – Stepping Stones*
- *Key Stage 2 Learning Hub Class – Little Leaps*

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- *Access to a School Counsellor (Lillian Moore)*
- *Learning Mentor Support*
- *Family Support Worker (Yvonne Watson)*
- *Circle of Friends*
- *Tree of Life*
- *Mindfulness*
- *Growth Mindset*
- *ELSA training*
- *Drawing and Talking Therapy and Advanced Drawing and Talking Therapy*
- *Sand Play Therapy*
- *All staff trained in understanding ACEs*
- *All staff Team Teach trained*

Specialist Services and expertise

- *The Mulberry Centre, CAMHS (Children and Adolescent Mental Health Service).*
- *FIT (Family Intervention) Team*
- *Educational Psychologist*
- *Early Years Team*
- *Marchbank Free School Outreach*
- *Beaumont Hill Outreach*
- *Early Help*
- *PCSO*

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

- Parent and Pupil Consultation Meetings
- Parents, Child and any carers will be invited to PEP and LAC meetings
- Additional meetings as required

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- Reports
- Person Centred Reviews
- Pupil Voice

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise
SL	LAC
JD, SL, LS, AC	MHFA (Mental Health First Aid)
EP	Sand Play Therapy Drawing and Talking Therapy
AC	Drawing and Talking Therapy Advanced Drawing and Talking Therapy
DH	Tree of Life

Since September 2015 we have put in additional training for staff in;

Attachment Disorders

Emotional Literacy

Circle of Friends

Positive Behaviour Management

Team Teach and Positive Handling

Mental Health First Aid

ACE's

Sensory Processing Needs

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support Staff within Red Hall Primary School include;

1 HLTA

5 Level 3 TA's

3 Level 2 TA's

1 Level 1 TA

6 Apprentice Teaching Assistants

School Partnerships and Transitions

We recognise that transitions can be difficult for a child who are Looked After and take steps to ensure that any transition is as smooth as possible. This can include transition to and from the school; Key Stages and between Year groups. This can be done at various points throughout the year.

Transition to various local Secondary Schools is carefully planned, with the primary and secondary school working in close partnership to share key information and with our own school Designated Teacher working alongside the Social Services Teams in planning individualised transition for more vulnerable pupils. For children who are Looked After we work closely with their chosen Secondary School to organise extra transition visits and staggered visits where needed.

Complaints

We hope that complaints about LAC provision will be rare, however, if there should be a concern the process is outlined within our complaints policy which is available on the school website or from the office.