



Looked After Children and Previously Looked After Children Guidance

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Definitions

Looked After Children (LAC) a child or young person is looked after by a local authority if:

- they are in the care of the local authority (including children or young people who are the subject of a Care Order, Interim Care Order, or emergency Orders for their protection); or
- they are provided with accommodation by the local authority for more than 24 hours (often under a voluntary agreement with their parents or guardians).

Previously Looked After Children (PLAC) means:

- children no longer looked after by a local authority in England and Wales because they are:
 - the subject of an adoption order; or
 - special guardianship order; or
 - child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person (but not which governs only where a child is to spend time and/or contact); or
- children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious or other organisation, the sole or main purpose of which is to benefit society).

Designated Teacher is an appropriately qualified and experienced member of staff.

The 'Designated Teacher' is appointed to undertake the responsibilities to promote and lead on the educational achievement of Looked After and Previously Looked After Children.

Personal Education Plan (PEP) see below.

Pupil Premium Plus (PP+) LAC and PLAC (except those PLAC adopted from state care outside England) are eligible for PP+ funding to improve attainment and close the gap with their peers.

For LAC only this is managed by the Virtual School Head, who will work with the school to agree how the funding can be used most effectively.

For PLAC it is paid directly to the school (based on the number of eligible PLAC recorded at the January Census). Like the Pupil Premium grant, it is not a personal budget and is managed for the cohort according to its' needs. For example, to deliver specific training, provide additional staffing for academic or pastoral interventions or to provide resources where necessary.

Virtual School Head is a local authority officer.

For LAC they are responsible for discharging the local authority's duty to promote their educational achievement, as if they were in a single school.

For PLAC the role is limited to providing information and advice to parents and schools, including training.

Context

We recognise that 'Looked After Children' and 'Previously Looked After Children' may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Nationally, 'Looked After Children' (LAC) and 'Previously Looked After Children' (PLAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Supporting LAC and PLAC children succeed and providing a better future for them is a key priority in our school.

We recognise that LAC and PLAC can experience specific and significant disadvantage within a school setting, and are committed to ensuring they reach their potential in all areas. We are aware that LAC and PLAC may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Driffield School and Sixth Form is committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring, and improving the academic achievement of the child in addition to improving their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all LAC and PLAC.
- All LAC must have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require. It is the responsibility of their social worker, supported by the authority's Virtual School Head, to take the lead with this. The PEP is a record of the child's education and training and should be linked to, but not duplicate any existing plans such as EHC plans. In addition, at Driffield School, all PLAC will also have an education plan. Many already have an education plan within their EHCP or SEND Support Plan. Where this is not the case a separate PEP must be completed. In all cases, part of the planning meeting (whether EHCP, SEND Support Plan or PEP) will discuss the on-going educational needs and if additional funding for the Pupil Premium Plus Grant is needed to support these.

Designated Teacher

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen, who should be an advocate for LAC and PLAC assessing services and support, and ensuring that the school shares and supports high expectations for them." It is strongly recommended that this person should be a member of the Senior Leadership Team.

It is recognised that not all aspects of the designated teacher role need necessarily be carried out by a single individual or by a qualified teacher. Our Designated Teacher will work with the Inclusion team to:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker.
- Ensure that a Personal Education Plan is completed for every LAC, along with the social worker, the foster carer, pastoral staff, the Virtual School staff and any other relevant people.

- Ensure that each LAC and PLAC has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately. Co-ordinate any support for the LAC and PLAC that is necessary within school. This will include the allocation of the Pupil Premium Plus grant.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage LAC and PLAC to join in extra-curricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of LAC and PLAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school to a new school.
- Be proactive in supporting transition and planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Be vigilant towards signs of bullying towards LAC or PLAC.
- Ensure that attendance is monitored.

Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all pupils.
- Maintain LAC and PLAC confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable LAC and PLAC to achieve stability and success within school.
- Promote the self-esteem of all LAC and PLAC.
- Have an understanding of the key issues that affect the learning of LAC and PLAC.

Personal Education Plans (PEPs)

All LAC must have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require. It is the responsibility of their social worker, supported by the authority's Virtual School Head, to take the lead with this.

The PEP is an evolving record of what needs to happen for the child to enable them to make the expected progress and fulfil their potential. It will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. The school will work with other professionals and the child's carers to use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.

The PEP will address the child's full range of education and development needs, including:

- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided with the support of the Virtual School, where the child is not in school because of exclusion (first day provision).
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:

- Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
- Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.

In addition, all PLAC must have an education plan that is reviewed at least annually, whether that be within their EHCP or SEND Support Plan or a standalone PEP that covers the points above (except those referring to the statutory responsibilities of the Virtual School). Each review meeting must also discuss if there are any emerging or on-going educational needs where additional funding for the Pupil Premium Plus Grant maybe required.

Monitoring and Evaluation

The impact of the provision for LAC and PLAC will be monitored and evaluated by an annual report* by the Designated Teacher to the Local Governing Body which will cover:

- The number of LAC and PLAC on the school's roll
- The expenditure and impact of the Pupil Premium and Pupil Premium Plus Grant
- How the teaching and learning needs of LAC and PLAC are reflected in school improvement plans and are being met in relation to interventions and resources
- Data on attendance, fixed term exclusions and permanent exclusions (if any) with comparisons to all other students and national comparators where available
- Progress made by LAC and PLAC who are currently on roll, or have been on roll within the past 12 months, in relation to all children at the school (for example educational, social and emotional progress)
- Summary of training provided
- GCSE and A-level results as a discreet group, compared to other students
- The destinations of pupils who leave school.

**The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.*

If at any stage, the Local Authority (in the case of LAC) or the parent/carer (in the case of PLAC) have concerns or suggestions about the current provision within the school they are invited to contact the school to discuss this at the earliest opportunity so all parties continue to work together.