



St Ann's Church of England School Looked After Child Policy

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Owner: St Ann' Church of England Primary School

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

Article 32: Children should not be allowed to do work that is dangerous or might make them ill, or stop them going to school.

Article 37: No child should be punished in a way that humiliates or hurts them.

For more information on the convention and the rights of each child visit:

<http://www.unicef.org.uk/>

St Ann's Church of England Primary School

Inclusion Policy Statement

At St Ann's Church of England Primary School we are committed to overcoming all barriers to learning and raising standards in all aspects of school life.

We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies, in order to increase the learning and participation of all our pupils.

We recognise and value the varied life experiences and needs of our children. Our school is one in which the teaching, learning, achievements, attitudes and well being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within the school and the Local Community, by responding to diversity and by nurturing an understanding of difference with our staff and children.

The school strives to establish inclusive values by having high expectations for all pupil, by valuing all children and through the sharing of the same philosophy by all staff, school committee members and parents alike.

Rationale

At St Ann's Church of England Primary School, we believe that all pupils have the right to an education tailored to their individual needs. The School Committee is dedicated to providing high-quality education for all pupils, ensuring equality of opportunity, access, and outcomes. We recognise the unique challenges faced by Looked After Children (LAC) and Previously Looked After Children (PLAC) and are committed to championing their performance. The School Committee will ensure the following measures are effectively implemented:

1. **Designated School Committee Member** for LAC and PLAC (Safeguarding Member).
2. **Designated Teacher** for LAC and PLAC.
3. **Personal Education Plans (PEPs)** for all LAC.
4. The Designated Teacher will receive a annual training focused on factors affecting the attainment of LAC and PLAC.
5. All staff will be equipped with a clear understanding of the issues affecting LAC and PLAC, including their learning needs and confidentiality concerns.
6. **Policies and procedures** will be established to promote the achievement and well-being of these vulnerable groups.

Aims

- To minimise disruption to the education of LAC pupils.
- To foster collaborative working with other agencies and professionals for the benefit of these pupils.
- To provide full-time education with a curriculum tailored to meet their needs and help overcome learning barriers.
- To adhere strictly to national guidance regarding LAC pupils.
- To offer a curriculum that engages pupils and nurtures skills such as cooperation, self-discipline, and perseverance.

Outcomes

- The **Headteacher** will serve as the coordinator with overall responsibility for LAC and PLAC.
- The **Designated Teacher** will manage the day-to-day operations concerning LAC and PLAC.
- Progress and attainment will be monitored through a robust analysis of the school tracking system.
- Clear guidelines will be established for sensitive interactions with LAC, as outlined in the **Safeguarding Policy**.
- The **Safeguarding School Committee Member** will oversee LAC and PLAC initiatives.

Whole School Approach

- All staff will engage with LAC and PLAC positively and sensitively.
- Staff will cultivate empathy for the unique challenges faced by LAC and PLAC.
- All staff will be informed about the LAC and PLAC in their classes.
- The Headteacher will oversee the monitoring of LAC and PLAC.

Role of the Designated Teacher for LAC and PLAC

1. Serve as the primary contact for LAC and PLAC, ensuring minimal disruption to their learning.
2. Lead efforts to promote the educational achievement of every LAC and PLAC, collaborating with the Virtual School Head.
3. Ensure staff understand factors affecting LAC and PLAC learning and achievement.
4. Contribute to the development and review of whole school policies to support LAC and PLAC.
5. Foster an environment where LAC and PLAC can discuss progress, set targets, and participate in school activities.
6. Provide guidance on differentiated teaching strategies and Assessment for Learning (AfL) to enhance progress.
7. Work directly with LAC and PLAC, their families, and guardians to promote effective communication and support.
8. Lead the development and implementation of PEPs for LAC, ensuring compliance with statutory timelines.
9. Collaborate with the Designated Safeguarding Lead to address safeguarding concerns promptly.
10. Involve parents and guardians in educational decisions affecting their child.
11. Gather feedback from LAC and PLAC on the support they receive, ensuring their voices are heard in the development of school policies.
12. Provide staff with professional development in trauma-informed practises and attachment theory, which can significantly impact LAC and PLAC.

Roles and Responsibilities of Staff

- Maintain high expectations for LAC and PLAC learning and set targets to accelerate progress.

- Understand the emotional and psychological impacts of loss and separation on LAC and PLAC.
- Treat LAC and PLAC as individuals, avoiding public differentiation from peers.
- Recognise the significance of the PEP in fostering a shared understanding among stakeholders.
- Understand the roles of social workers, Virtual School Heads, and the importance of parental involvement for PLAC.

Role and Responsibility of the School Committee

1. Ensure all committee members are informed about legal requirements for LAC and PLAC.
2. Confirm the appointment of a designated teacher for LAC and PLAC.
3. Hold the school accountable for its support of LAC and PLAC, including the use of Pupil Premium Plus.
4. Be aware of the number of LAC and PLAC in the school (without naming).
5. Collaborate with the Headteacher to support the Designated Teacher in fulfilling their responsibilities.
6. Facilitate access to necessary training for the Designated Teacher.
7. Support the Headteacher and staff in meeting the needs of LAC and PLAC.
8. Review the implementation of this policy at least every three years.

Monitoring and Evaluation

The effectiveness of this policy will be systematically monitored and evaluated to ensure that it meets the needs of Looked After Children (LAC) and Previously Looked After Children (PLAC) at St Ann's Church of England Primary School. The Designated Teacher will conduct regular reviews of Personal Education Plans (PEPs) to track the academic progress and emotional well-being of LAC and PLAC, with specific metrics including attainment levels, attendance rates, and participation in school activities. Furthermore, feedback will be gathered from pupils, parents, and staff through surveys and focus groups to assess the impact of support strategies. The School Committee will review these findings, using the data to inform continuous improvement and make necessary adjustments to the policy, ensuring that it remains responsive to the evolving needs of LAC and PLAC.