



“Looked after” is a term that refers to children for whom the Local Authority is either partly or wholly sharing parental responsibility. The child may be placed with foster carers, in a residential unit, with family members or sometimes with their parents. These children are subject to corporate parenting.

This policy includes requirements set out in statutory guidance on the duty of local authorities to promote the educational achievement of children under section 52 of the Children Act 2004 and associated guidance.

Governor responsible: Andrew Collard  
Designated teacher for LAC: Daniel Stokes

### **Rationale**

LAC and post-LAC will have experienced trauma and adverse childhood experiences. It is recognised that LAC are likely to significantly underachieve and are at greater risk of exclusion from school compared with their peers. Later in life, the likelihood of involvement with the criminal justice system, and thus custodial sentences, is worryingly high.

CWLC&SF believes that the educational experience of all should be positive and powerful and aims to provide a learning environment in which every LAC can be successful and make a positive contribution to the school and the wider community.

CWLC&SF recognises that all young people are entitled to a broad, balanced curriculum and aims to promote the educational achievement and welfare of all its young people in public care. The school’s approach to encouraging and supporting the educational achievement of LAC is based on the following principles:

- Ensuring the appointment of an appropriately trained Designated Teacher who is responsible for monitoring the progress and development of all LAC, including those who are post-LAC.
- All LAC will have a Personal Education Plan (PEP) compiled termly by the school, the young person, the young person’s Social Worker and Virtual School link worker. This will identify individual needs and support required.
- The school will foster high expectations for the young person and ensure equal access to a broad and balanced curriculum.
- The school will record and monitor the academic progress and achievement of the young person, as well as closely monitor their health and wellbeing.
- The school will focus on offering a stable and constant environment to promote health and wellbeing.
- The school will promote positive communication amongst all parties involved, ensuring the young person’s wishes and feelings are heard.
- The school will ensure that all staff are made aware of the LAC and post-LAC population and will sensitively impart necessary information whilst maintaining confidentiality.

### **Responsibility of the Headteacher**

- Identify a Designated Teacher (DT) for LAC.
- Ensure that the role can be assumed by other staff in the event of DT's absence.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any suspension of LAC and take action where progress, conduct or attendance is below expectations.
- Ensure that the progress and development of LAC is imparted to all involved.
- Ensure that staff receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **Responsibility of the Governing body**

- Ensure that all governors are aware of the legal requirements and guidance re LAC.
- Ensure that the school has an overview of the needs and progress of LAC.
- Allocate resources to meet the needs of LAC.
- Ensure the school has a DT and that the DT is enabled to carry out responsibilities.
- Support the Headteacher, the DT and other staff in ensuring the needs of LAC are recognised and met.

### **The role of the Designated Teacher**

- Ensure smooth transition to the school for the young person and carer, in conjunction with the Social Worker, by adopting the PEP and responding to recommended arrangements.
- Ensure that the PEP is updated with the young person, Social Worker and carer in advance of reviews. The allocation of Pupil Premium Plus funding will be discussed at PEP reviews.
- Maintain records of the LAC population, including those looked after by other local authorities and ensure that all necessary information is shared on a need to know basis.
- Be aware of and maintain links with the school's post-LAC population.
- Ensure that each LAC has a key worker within the school; this is to be decided by the young person and the DT.
- Academic progress, attendance and emotional wellbeing to be monitored and tracked; identify and coordinate appropriate support when required.
- Liaise with curriculum, pastoral and SEND teams within the school.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Promote inclusion in all areas of school life and encourage LAC to engage in extra-curricular activities.
- Advise staff and governors, raising awareness of the needs of LAC.
- Arrange meetings with relevant parties when the young person is experiencing difficulties at school.
- Ensure the rapid transfer of information between individuals, agencies should the young person leave the school or the locality.
- Support transition and planning when moving to a new phase in education.
- Attend training as required so that policy and practice, both regionally and nationally, is understood and applied.

### **The responsibility of all staff**

- Have high aspirations for the educational progress and personal achievement of LAC.
- Be aware of the individual learning and emotional needs of individual LAC.
- Strive to promote stability and success within the school environment.
- Observe the school's policy relating to confidentiality.
- Respond promptly to the DT's requests for information.