



WEST JESMOND PRIMARY SCHOOL

Policy for Looked After Children

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West Jesmond Primary	November 2009	1.0	Draft Policy for Staff and governor consultation
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West Jesmond Primary	January 2025	4.1	Updated with staffing changes

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Policy Aims

The policy is informed by the following Department for Education (DfE) document:

[Promoting the education of looked-after children and previously looked-after children](#)

And

The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities

[The Designated Teacher for CiC and PLAC \(1\).pdf](#)

West Jesmond Primary School is committed to providing high quality education and care for all its pupils, based on equality of opportunity, access and outcomes. We recognise the need to champion the social and emotional well-being and education of Looked After Children (LAC) and previously looked after children (PLAC) and are committed to improving outcomes for them.

West Jesmond Primary School is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively.

We will:

- ensure that school policies and procedures are followed for LAC as for all children. These policies should be communicated to carers, social workers and birth parents, where appropriate, so that LAC are not disadvantaged
- ensure that all LAC have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability

- ensure that LAC take as full a part as possible in all school activities (authority to sign permission slips for school trips/photos and so on will need to come from the LAC's social worker not carer)
- ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment; including developing and reviewing the Personal Education Plan (PEP) in partnership with relevant professionals
- ensure that LAC pupils are involved, where practicable, in decisions affecting their future provision

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. The LAC policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all LAC pupils.

Allocation of resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for LAC, meeting the objectives set out in this policy.

Monitoring the progress of LAC

The social worker for the LAC should initiate a Personal Education Plan – PEP - within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is then the role of the Designated Person to assess each LAC's attainment on entry to ensure continuity of learning.

The school will monitor and track the achievement and attainment of all pupils at regular intervals. LAC will require their PEP to be reviewed, according to their needs, as initiated by the independent reviewing office (IRO) or social worker, and the young person's views will be sought by the Designated Person and noted on the PEP.

Record Keeping

The Designated Person will know who all the LAC in school are and will have access to their relevant contact details including parents, carers and social worker. The Designated Person will also know about any LAC from other authorities.

Partnership with parents/carers and care workers

At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable LAC to achieve their potential. Review meetings are an opportunity to further this partnership working.

Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting LAC.

LAC policy review and evaluation

We consider the LAC policy to be important and we will undertake a thorough review of both policy and practice each year.

Roles and Responsibilities

The Designated Person will:

- be an advocate for LAC and PLAC within school
- give regard to the impact of relevant decisions for LAC on both the LAC and the rest of the school community
- know who all the LAC are in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- attend relevant training about LA
- act as the key liaison professional for other agencies and carers in relation to LAC, seeking advice from the LAC team when appropriate

- ensure that LAC receive a positive welcome on entering school, especially mid year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle
- ensure that all LAC have an appropriate EPEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan
- keep EPEPs and other records up to date and review PEPs at transfer and at six monthly intervals (or earlier if need be)
- convene an urgent multi-agency meeting if a LAC is experiencing difficulties or is at risk of exclusion
- ensure confidentiality of individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- act as the key adviser for staff and governors on issues relevant to LAC
- ensure that care and school liaison is effective including invitations to meetings and other school events
- actively encourage and promote out of hours learning and extra curricular activities for LAC
- ensure a speedy transfer of information, records and coursework, where appropriate, when a LAC transfers to another educational placement
- contribute information to LAC reviews when required
- report to the Governing body termly on LAC in the school and inform of relevant policy and practice development
- agree with the social worker the appropriate people to invite to parents' evenings etc
- prepare reports for Governors' meetings to include:
 - the number of LAC on roll and the confirmation that they have a Personal Education Plan – PEP
 - their attendance compared to other pupils
 - their attainment compared to other pupils
 - the number, if any, of fixed term and permanent exclusions
 - the destinations of pupils who leave the school
- attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of LAC
- ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN

All school staff will:

- follow school procedures
- keep the Designated Person informed about a LAC's progress
- have high expectations of the educational and personal achievements of LAC
- positively promote the raising of a LAC's self esteem
- ensure any LAC is supported sensitively and that confidentiality is maintained
- be familiar with the school's policy and guidance on LAC and respond appropriately to requests for information to support PEPs and review meetings
- liaise with the Designated Persons where a LAC is experiencing difficulties
- contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate
- make extra copies of reports available when required.

The Governing Body will:

- ensure that the admission criteria and practice prioritises LAC according to the DfE Admissions Code of Practice
- ensure all governors are fully aware of the legal requirements and guidance for LAC
- ensure there is a Designated Person for LAC
- liaise with the head teacher, Designated Person and all other staff to ensure the needs of LAC are met

- nominate a governor with responsibility for LAC who links with the Designated Person
- receive termly reports from the Designated Person
- ensure that the school's policies and procedures give LAC equal access in respect of:
 - admission to school
 - National Curriculum and examinations, both academic and vocational
 - out of school learning and extra curricular activities
- annually review the effective implementation of the school policy for LAC
- ensure that the Designated Person is invited to the exclusion meetings of LAC (where relevant)