



**The Park Federation Academy Trust
Wood End Park Academy**

LAC Policy

2023-2024

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Person Responsible	Fauzia Khalil Designated Teacher (DT)	Frequency of review	Yearly
Authorised by	Surjeet Johra (Principal)	Reviewed	Aug 2023
Date authorised		Date of next review	Sept 2024

Introduction

Wood End Park Academy is committed to providing academic excellence and care; delivering first – class education to all children from a wide range of cultural and ethnic backgrounds. At Wood End Park Academy, we recognise the underachievement nationally of Looked After Children (LAC) and Previously Looked After Children (PLAC) compared to their peers, and strive to close the attainment and progress gap between them, creating a culture of high aspirations and personal achievements. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Statistics show that Looked after children progress less well than non-looked after children. In 2019, 37% of looked after children reached the expected standard at the end of KS2 in reading, writing and maths, compared to 65% for non-looked after children (Outcomes for children looked after by local authorities in England, DFE, 31 March 2019) Helping LAC and PLAC succeed and providing a better future for them is a key priority in our school. We ensure the principles and practice outlined in the Guidance on the Education of Looked After Children (July 2014) are implemented, promoting educational inclusion and achievement of all Looked After and Previously Looked After Children. We strive to ensure all LAC and PLAC have access to the full range of educational opportunities needed to reach their full potential.

A child is “looked after” if they remain in the care of the Local Authority for more than 24 hours. Children who are “looked after” fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents.
- children who are the subjects of a care order (section 31) or interim care order
- children who are the subjects of emergency orders for their protection

- 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.

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. 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. All these groups are said to be ‘Looked after children’ - LAC

Previously looked-after children (PLAC) are those who:

- are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order;
- or were adopted from ‘state care’ outside England and Wales. ‘State care’ is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Aims of the school

The Academy Council and staff at Wood End Park Academy are committed to ensuring LAC and PLAC receive high quality education and support, to allow them to share the same life experiences and opportunity to fulfil their potential as their peers. In order to achieve this, the following arrangements are in place:

- a Designated Teacher (DT) for LAC (Fauzia Khalil). The DT will attend PEP meetings, share information with relevant staff and be accountable for recording, monitoring, and improving the academic achievement of both LAC and PLAC.
- all LAC and PLAC will 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.
- training opportunities for staff in supporting LAC and PLAC, ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of these children.
- guidance to ensure all staff have a clear understanding of policies and issues surrounding Looked After Children.
- careful consideration of how Pupil Premium Funding can be used to enrich the life experiences and academic success of Looked After Children.

Role of the Designated Looked After Lead

Government Guidance states 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 Looked After and Previously Looked After Children Policy shares and supports high expectations for them.” It is strongly recommended that this person should be a member of the Senior Leadership Team. The designated lead for looked after children has the following responsibilities:

- be a champion for LAC and PLAC in the school.
- ensure that staff are aware of LAC and PLAC in their year group/class.
- work in partnership with carers, parents and/or those with parental responsibility for the LAC and PLAC establishing key home/school links.
- track the progress and attainment of LAC and PLAC in half termly, reviewing strategies for enabling accelerated progress.
- provide information to the Local Authority regarding progress and attainment of LAC and PLAC.
- attend regular Local Authority training, and feedback to the Senior Leadership Team and staff, amending policies and practice where appropriate.
- ensure Pupil Premium Funding/Grant is used to enhance academic and social opportunities for Looked After Children, utilising both internal and external opportunities.
- Ensure that a Personal Education Plan (PEP) is completed for each looked after child, in liaison with the social worker, Virtual School Head, child, carer and other relevant support agencies. Attend regular PEP meetings to review the effectiveness of PEPs and feedback to relevant staff members.
- Track the attendance and welfare of LAC and PLAC, in partnership with the Family Support Worker (Susan Wigglesworth) and school’s attendance officer (Sonia Williams).
- Monitor the involvement of LAC and PLAC in after school clubs and enrichment activities, liaising with class teachers where necessary.
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school – to a new school.

Role of the Class Teacher

The class teacher should strive to provide a supportive and nurturing environment for any LAC or PLAC in their class, promoting high aspirations and celebrating personal achievements. The class teacher is also responsible for ensuring the following:

- high aspirations are held for the educational and personal achievement of LAC and PLAC, as for all students.
- LAC and PLAC confidentiality are maintained and ensure they are supported sensitively.
- respond promptly to the Designated Teacher's requests for information.
- promote the self-esteem of all LAC and PLAC.
- be aware that over half of LAC and PLAC say they are bullied so work to prevent bullying in line with the school's policy.
- after school clubs/enrichment activities are offered to any LAC or PLAC in their class.
- establish clear communication links with carers/adult with parental responsibility
- be familiar with the child's PEP, and understand its role in helping to create a shared understanding between teachers, carers, social workers and the child, to help them to achieve their potential.

Role of the Academy Council

The governing body of this school (Wood End Park Academy Council) will:

- be aware of the legal requirements and Guidance for LAC and PLAC;
- identify the number of LAC and PLAC in the school;
- ensure the school has an overview of the needs and progress of LAC and PLAC.
- ensure the school has a named Designated Lead for Looked After Children;
- liaise with the Principal (Ms Johra) to ensure that the Designated Lead carries out their responsibilities for Looked After Children;
- support the Principal, the Designated Teacher and other staff in ensuring that the needs of LAC and PLAC are recognised and met.

Pupil Premium Funding (PPG)

Every looked after child is eligible for Pupil Premium Funding, currently £2,530 per pupil. The LAC and PLAC premium is managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs, as described in their personal education plan. The Designated Lead will ensure the funding is used effectively to enrich the child's academic and social needs either through tuition, enrichment activities or

resources. Any staff working closely with a Looked After child may suggest activities and interventions that will support them; these should be referred to the Designated Lead for review and action. Spending will be reviewed in PEP meetings with the VSH, carer, social worker and Designated Lead.