

ABBNEY HILL PRIMARY AND NURSERY SCHOOL



Achieving our dreams together

CHILDREN IN CARE (AND PREVIOUSLY LOOKED AFTER CHILD) POLICY

Date policy agreed:	October 2024
Date of next review:	July 2026
Headteacher signature:	
Chair of Governors' signature:	



Achieving our dreams together



Designated LAC & PLAC Teacher: Adam Jevons-Newman

The Headteacher (Mr. Adam Jevons-Newman) and the CFSW (Miss. Sam Jeffs) will deputise and support our LAC work and agenda.

LAC & PLAC Governor: Mrs. Zoe Godfrey

Other person's directly involved in LAC/PLAC work:

Child and Family Support Worker Ms. Sam Jeffs

OUR VISION

Abbey Hill Primary and Nursery School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every Child in Care can be successful. We believe our school has a major part to play in ensuring that Children in Care and Previously Children in Care are able to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

OUR AIMS

To ensure that a safe, effective, ambitious, nurturing and enriching education is provided to all children including Children in Care/Previously in Care.

Ensure that robust and effective systems are in place and upheld to monitor, evaluate and maintain a high quality of education and care for Children in Care/Previously in Care.

Ensure that opportunities, including financial provision, are maximised to support Children in Care/Previously in Care pupils attain the best possible experience at outcomes at our school.

Ensure that all individuals involved in Children in Care/Previously in Care's lives are appropriately, positively communicated with and involved in the life of the Children in Care/Previously in Care.

Create, sustain and foster a climate of inclusion and compassion for all pupils.

DEFINITION

'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. As a Trust, we use the term 'Child in Care' following pupil voice across our schools.



Previously Child/Children in Care (PLAC) refers to children who are ‘...no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship 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 persons, or has been adopted from ‘state care’ outside England and Wales,’

OUR ETHOS

The school and the Governing Body endorses Nottinghamshire County Council policy and welcomes Children in Care who may be looked after by our local authority or those who may be in the care of another authority but living in the region.

Abbey Hill Primary School and Nursery works closely with the Virtual School and other professionals to ensure that all pupils, including those Children in Care/Previously in Care, experience an effective and high-quality education.

Many children and young people who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, Children in Care are particularly vulnerable to underachievement which could lead to leaving school without formal qualifications and not accessing further education.

Abbey Hill Primary and Nursery School recognises that Children in Care (LAC) can experience specific and significant disadvantage within a school setting, and is committed to ensuring they reach their potential in all areas.

We are aware that Children in Care/Previously in Care may have specific difficulties in transport and attendance, doing home-learning, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Abbey Hill Primary and Nursery School recognises that Children in Care/Previously in Care may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

RESPONSIBILITIES

THE GOVERNORS

The Governors have appointed Zoe Godfrey as the named Governor responsible for championing the needs of Children in Care/Previously in Care at every level throughout Abbey Hill Primary and Nursery School. The Governors are responsible for ensuring that:

- the school has an overview of the needs and progress of Children in Care.
- allocate resources to meet the needs of Children in Care.
- the school’s other policies and procedures support their needs.



- the school has a Designated teacher, and that the Designated Teacher is enabled to carry out their responsibilities.
- support is given so that the Headteacher, the Designated Teacher (if not the Headteacher) and other staff can ensure that the needs of Children in Care are recognised and met.
- a termly report is received, setting out:
 1. The number of Children in Care on the school's roll
 2. The number of fixed term and permanent exclusions (if any)
 3. The destinations of Children in Care/Previously in Care who leave the school
 4. Their attendance as a discrete group, compared to other pupils
 5. Their Teacher Assessment as a discrete group compared to other pupils
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

THE HEADTEACHER

Is responsible for ensuring that:

- The role of the Designated Teacher (DT) is filled by an appropriate member of staff at all times (including arrangements to allow for staff absences and resignation). The DT should have the seniority to work with Senior Leadership, Governors and all staff to provide information, advice and champion the achievement and needs of Children in Care/Previously in Care
- The DT is provided with the time to fulfil their role and completes the LA Statutory Designated Teacher Training every two years as well as any other training to assist with the fulfilment of their duties.
- Policies and procedures to monitor and address the needs of, and support for Children in Care/Previously in Care are in place and adhered to, with reference to academic progress, admissions, attendance, safeguarding and exclusions, and that swift action is taken when concerns arise.
- The curriculum delivered reflects the needs of children with attachment and trauma needs.
- Report on the progress, attendance and conduct of Children in Care to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.



THE DESIGNATED TEACHER (DT) FOR CHILDREN IN CARE/PREVIOUSLY IN CARE

The DT is a qualified teacher and “someone with sufficient authority to make things happen...[who] should be an advocate for LAC (Children in Care), assessing services and support, and ensuring that the school shares and supports high expectations for them.” or The Headteacher or Assistant Headteacher, as stipulated by Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009.

The Designated Teacher should ensure a smooth induction for the child and their carer, using the electronic Personal Education Plan (PEP) to plan for that transition in consultation with the child’s Social Worker and make arrangements to ensure their needs are identified and met. The PEP should be completed with the child, the Social Worker, the foster carer and any other relevant people, at least two weeks before the LAC (Children in Care/Previously in Care) Reviews.

An up-to-date record of Children in Care/Previously in Care in school should be maintained, including those in the care of other authorities, ensuring all necessary information is passed to other staff as required. The Designated Teacher should identify a member of staff that each LAC can talk to, based on the child’s own wishes.

The Designated Teacher is responsible for and committed to championing the needs and attainment of Children in Care/Previously in Care and they are responsible for:

- Ensuring that all staff are trained on Trauma & Attachment.
- Liaising with the Virtual School, Social Workers, Carers and other relevant professionals when Children in Care/Previously in Care are experiencing difficulties and/or at risk of exclusion, arranging meetings to share concerns and plan interventions.
- Monitoring the progress of Children in Care/Previously in Care throughout the school year culminating in an annual progress report to Governors.
- Coordinating and planning smooth Children in Care/Previously in Care educational transitions, including starting school, changing Key Stage etc keeping in mind their needs.
- Swiftly identifying possible learning needs, safeguarding and mental health concerns to the Safeguarding Lead, Mental Health Lead and SENCO where appropriate and jointly planning interventions to address these concerns.
- Encouraging Children in Care/Previously in Care to take part in extracurricular activities and trips, and removing any hidden barriers to their involvement.

The Designated Teacher will keep an up-to-date record of Children in Care (LAC) in school and will ensure that relevant information is made known to staff.



ALL STAFF

Have high expectations in regard to the achievement of Children in Care/Previously in Care.

Have an up-to-date and effective understanding of issues affecting Children in Care/Previously in Care and the learning of Children in Care/Previously in Care as a national cohort.

Ensure that the individual needs of Children in Care/Previously in Care are met through quality first teaching.

Work proactively with the DT to ensure that Children in Care/Previously in Care meet their targets and achieve. Ensuring that any barriers to learning, and inclusion are highlighted at the earliest opportunity.

Work to ensure the Inclusion of Children in Care/Previously in Care within the School community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationships with peers in line with the Anti Bullying policy.

[Staff Development and Training Arrangements will be made to ensure that the Designated Teacher is kept up-to-date with developments relating to the education and attainment of Children in Care/Previously in Care.](#)

The experiences and outcomes of Children Previously in Care can be very similar to those of LAC. PLAC's educational needs are unlikely to have changed just because their care status has. To address this, the needs of Children in Care/Previously in Care are prioritised and addressed in a similar way.

The progress of Children Previously in Care is reviewed termly and we work proactively with parents and carers and other professionals to address any areas of concern and put in place support as appropriate.

PUPIL PREMIUM GRANT (PPG)

Pupil Premium Grant for Children in Care/Previously in Care is provided by the Local Authority to assist the school with ensuring that children meet the targets outlined within their PEP. It can be used to support:

- Academic achievement and progress.
- Wider achievement e.g. in an area in which the child is gifted and talented.
- Attendance.
- Inclusion [by reducing internal and external exclusion].
- Social skills.
- Transition into the next key stage and/or a new learning provider.



Where further funding is needed for support, advice from the Virtual School will be sought.

EXCLUSIONS

Children in Care/Previously in Care have disproportionately high levels of exclusions from schools nationally, placing them at a further educational disadvantage.

Transform Trust policies will be applied.

Advice and support from Transform Trust professionals, the Local Authority (Social workers, the Virtual School or the Permanence Educational Support Officer) will be sought where it is felt that a LAC or PLAC may become at risk of exclusion. Support and alternatives to exclusion will be considered.

Other Relevant School Policies

- Admissions Policy and Arrangements
- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour Policy
- Equality Information and Objectives Policy
- Pupil Premium Strategy
- SEND Policy and SEND Information Report

RACIAL EQUALITY AND EQUAL OPPORTUNITIES STATEMENT

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Abbey Hill Primary and Nursery School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their full potential.

