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Osmani Primary School

Reach For The Stars

Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:**We have the right to quality education.
- ★ **Article 12:**We have the right to give our opinion and listen to others.
- ★ **Article 15/31:**We have the right to join in and be part of a team.
- ★ **Article 29:**We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving Teamwork All Included Responsibility Success** ★

★ **Striving:** Our aim is that we are a school that:
- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ **Teamwork:** Our aim is that we are a school that:
- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included:** Our aim is that we are a school that:
- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility:** Our aim is that we are a school that:
- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success:** Our aim is that we are a school that:
- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development**
- **celebrates our efforts and achievements**

Last Review Date: Summer 2026

Next Review date: Summer 2027

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.
We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.
The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

Looked After children and Previously Looked After Children in education

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning.

Osmani Primary School believes that in partnership with Tower Hamlets Local Authority as

Corporate Parents we have a special duty to safeguard and promote the education of Looked

After Children.

Who are Looked After Children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care

or provided with accommodation for more than 24 hours by the authority. They fall into four main

groups:

- children who are accommodated under a voluntary agreement with their parents (section
- 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- 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
- (section 21).

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. They may be looked after by our local authority or may but in the care of another authority but living in ours.

LAC reviews, involving the school, will take place up until an adoption order has been granted.

However Pupil Premium Plus funding will continue for LAC until they are 16 years old.

Who are Previously Looked After Children?

Following amendments made by the 2017 Act, section 20A of the 2008 Act and Section 2E of the Academies Act 2010 place duties on the governing body of a maintained school in England and the proprietor of an academy in England to:

• designate a member of staff to have responsibility for promoting the educational achievement of previously looked-after pupils who are no longer looked after in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales;

Intent

1. To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
2. To support our looked after children and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
3. To ensure that school policies and procedures are followed for LAC/PLAC and PLAC/PLAC as for all children.
4. To work with the Virtual School and ensure that carers and social workers of LAC/PLAC pupils are kept fully informed of their child's progress and attainment.
5. To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

Our school's approach to supporting the educational achievement of Looked After and Previously Looked After Children

Our approach is based on the following principles:

Prioritising education

Promoting attendance

Targeting support

Having high expectations and raising aspiration

Promoting inclusion

Achieving stability and continuity

Early intervention and priority action

Listening to children

Promoting health and well-being

Minimising exclusions and promoting stability

Working in partnership with carers, social workers and other professionals

Roles and responsibilities in school

Osmani School will;

- Nominate a Designated teacher for Looked After Children/PLAC who will act as their advocate and coordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children?PLAC in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children/PLAC.

The role and responsibilities of the designated teacher for looked after children Designated teacher (DT)

The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act).

The designated teacher must be a qualified teacher or a member of staff who is likely to gain QTS by September 2014.

Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to LAC/PLAC. They need to be able to influence

decisions about the teaching and learning of these children.

Responsibilities in school:

- knowing who all the LAC/PLAC are in school and ensuring that availability of all relevant details from school record-keeping systems as required.
- Attending relevant training about LAC/PLAC and acting as the key liaison professional for other agencies and carers in relation to LAC/PLAC
- Promoting a culture of high expectations and aspirations for how LAC/PLAC should learn.
- Helping school staff understand the issues that affect the learning of LAC/PLAC such as differentiated teaching strategies appropriate for individual children and in making full use of AfL.
- Prioritising LAC/PLAC pupils for interventions to close gaps in their learning and to enable catch up to their peers.
- Understand the importance of supporting learning at home.
- Removing the barriers to learning for LAC/PLAC.
- Ensuring any LAC/PLAC new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Allocate the LAC/PLAC pupil to a member of the Pastoral care team, either Learning Mentor or Therapeutic team leader.
- Ensuring that the LAC/PLAC in their school have a voice in setting learning targets for themselves.

Championing for LAC/PLAC.

Designated teachers should take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these pupils. This means making sure that all staff:

• have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress;

• are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;

• understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;

• appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, 12 most importantly, the child's own understanding of how they are being supported;

• have the level of understanding they need of the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child; and

• for previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

THE DT will be;

- Leading on developing and implementing the PEP within the school. The social worker is responsible for initiating the PEP process completing the front page of the PEP form.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- Ensuring the child makes a smooth transition to the new school and that the child's records are transferred without delay.
- Liaising with the Virtual School in all aspects of the LAC/PLAC progress and support.
- Convening urgent multi-agency meetings if a LAC/PLAC is experiencing difficulties or is at risk of exclusion.
- Allocating the pupil to a member of the Pastoral care team, either Learning Mentor or Therapeutic team leader.
- Arranging for the LAC/PLAC to be supported by his/her peers.
- Promoting good home-school links and the importance of education as a way of improving life chances for LAC/PLAC.

The Dt must Produce at least one annual report* to the governing body which should include:

- current progress,
- attendance and exclusions (if any), any concerns regarding behaviour,
- how the PEP has been implemented and whether the actions put in place are effective in
- addressing the learning needs of LAC/PLAC,
- how the DT works in partnership with the LA,
- training undertaken for carrying out the role effectively.
- The report must not mention the children's names for confidentiality reasons.

For more information please see: The role and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies.

http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF

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Improving the Educational Attainment of Children in Care (Looked after Children)
http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf
Improving the attainment of looked after children in primary schools – Guidance for Schools
http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009.pdf
Improving the attainment of looked after young people in secondary schools – Guidance for Schools
http://publications.teachernet.gov.uk/eOrderingDownload/01048-2009.pdf

The role and responsibility of the governing body of Osmani Primary School

Support the local authority in its statutory duty to promote the educational achievement of looked after children.

Ensure that the DT is given the appropriate level of support in order to fulfil their role.

In partnership with the head teacher, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of LAC/PLAC.

Governing bodies and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting LAC/PLAC to achieve.

The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

Anti-bullying Policy

Equalities Policy

Child Protection Policy

Inclusion Policy

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