

Looked After Children and Previously Looked After Children

(LAC/PLAC)

Policy

February 2024



VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, curiosity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

This is a core policy that forms part of the induction for all staff and governors. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

1. Statement

At Coppice Academy we believe that all Looked After Children, and those previously in care, should have equitable access to excellent educational provision and achieve at a similar level to all children. As a school we aim to take a proactive approach to support their success, recognising that we have a vital role to play in promoting their educational achievement and social and emotional development. To do this we commit to:

- Supporting them to raise their aspirations;
- Giving them a sense of the control they have over their own lives;
- Fostering positive attitudes and behaviours;
- Providing continuity and 'normality' for those who may have been subject to emotional distress, abuse and disruption.

2. Definition: Who are our Looked After Children?

Most Looked After Children will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their parent(s) sharing parental responsibility with the Local Authority.

Under the Children Act 1989, a child is in the Care of the Local Authority if he or she is provided with accommodation for more than 24 hours by the Authority. This includes the following:

- (a) Children who are accommodated by the Local Authority under a voluntary agreement with their parents;
- (b) Children who are the subject of a Care Order or Interim Care Order;
- (c) Children who are the subject of Emergency Orders for the protection of the child.

3. Objectives

The Governing body and all staff at Coppice Academy, are committed to ensuring that every child is given the very best opportunity to succeed. The objective of this policy is to promote the achievement and welfare of children who are looked after on roll.

This policy will ensure:

- Access to a balanced and broadly based education for all Looked After Children;
- Prioritise recording and improving the academic achievement of Looked After Children;
- Prioritise a reduction in the number of exclusions and trancies for all Looked After Children;
- Ensure there is a (qualified) Designated Teacher to promote the educational achievement of all Looked After Children who are on the school roll;
- Develop effective systems of communications and protocols;
- Promote the attendance of Looked After Children.

4. Designated teacher team for children who are looked after.

Designated Teacher for LAC: Mel Lynch

Family support worker and key worker for LAC children: Michelle Doherty/ Mel Lynch

Administrative Officer (finance): Trust Business Manager

5.Roles and responsibilities of designated teacher

- Champion the cause of Looked After Children within the school and ensure they are receiving suitable provision.
- Ensure all Looked After Children know the identity and role of the Designated Teacher and what support is available where appropriate.
- Ensure that teachers who need to know the identity of Looked After Children are informed.

- Ensure that all staff members treat information regarding Looked After Children confidentially.
- Acts as a liaison between agencies as necessary.
- Keep up-to-date with all DfE and Ofsted guidance and its application by attending the appropriate training.
- Ensure all that is practicable is done to raise the attainment of Looked After Children, including ensuring:
 - Pupils have access to the full curriculum.
 - Looked After Children receive additional support as necessary on a case-by-case basis as agreed at PEP meetings.
 - Support Looked After Children in achieving their academic potential and in furthering their personal and social development.
 - Ensure all Looked After Children receive a smooth induction into the school and that the school obtains all relevant past history.
 - Maintain up-to-date records on each student and ensure they are held confidentially.
 - Pass on the records when a pupil moves school as appropriate
 - Encourage Looked After Children to be involved in extracurricular activities both in and outside school.

6. Governor with responsibility for LAC children at the school

Designated governor: Mrs Sara Bremer

7. Roles and responsibilities of the governor responsible for LAC children

The named governor will report to the Governing body on an annual basis using the designated teacher report form.

- Numbers of LAC
- Comparisons of their progress compared to peers
- Comparisons of their attainment compared to peers
- Attendance of LAC
- Fixed term and permanent exclusions
- Pupil destinations after leaving the school

The named governor should be satisfied with the policy and meet with the designated teacher termly.

The governor will receive training either internally from the designated teacher or externally from Virtual Schools on a biannual basis.