

Hightown Junior Infant and Nursery School

At Hightown we work together as a school community with pride, respect, rigour and fairness. We celebrate effort, respond enthusiastically to challenges and create positive opportunities that enable everyone to achieve in every way.

LAC & Post LAC Policy

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Approved by & date	Full Governing Body	January 2024
Link school staff:	Anne West	
Link governor:	Julie Bowdidge	
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Aims

The aim of this policy is to:

- Promote educational inclusion for Looked After Children.
- To enable them to access the full range of educational opportunities available to them.
- To reach their potential, both academically and personally.

Objectives

- Receive an appropriate level of monitoring and support.
- Have access to the full range of educational and extra-curricular opportunities.

Teachers and other staff at Hightown J, I & N School will:

- Receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Looked After Children and use this to guide their interactions with them.
- Plan for and meet the individual needs of Looked After Children.

The Looked After Children (LAC) Lead Teacher and Senior Management will:

- Identify, arrange and/or deliver training to staff to enable the above to take place.
- Ensure the development of effective and inclusive strategies to address the needs of Looked After Children.
- Ensure the smooth transfer of information within school and between school, carers and other agencies.

Information:

- The LAC Lead Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan if in place. If there is no current PEP, the Lead Teacher will liaise with the Social Worker to ensure this is part of the initial meeting in school.
- Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these. If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Lead Teacher of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and nonteaching staff will be given an appropriate amount of information by the LAC Lead Teacher.

- Where appropriate, the LAC Lead Teacher will talk to the pupil about the information that will be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.
- Information about the academic attainment of all Looked After Children in school will be collected and tracked every term, in-line with the school's assessment policy. In addition, academic progress and targets will be shared at Personal Education Plan meetings.
- Information about the attendance of Looked After Children will be monitored on a daily basis by the school's Pastoral manager (family liaison). This information will be analysed to identify individuals or groups of Looked After Children whose attendance is poor so early intervention can take place.
- Information about the behaviour of Looked After Children will be collected by the school's Pastoral Manager (Pupil engagement), who will share information with the LAC Lead Teacher. Behaviour Improvement programmes will be put in place to support the child e.g. in class, as part of a small group, one to one support, targeted support during break times.

Strategies:

Curriculum:

If a Looked After Child appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- The LAC Lead Teacher will look at all possible contributory factors and gather a wide range of evidence in conjunction with other relevant staff (Pastoral Managers).
- Talk to the child.
- Liaise with the child's carer, social worker and other appropriate agencies.
- Look for factors which may be masking underlying learning difficulties and liaise with the school's SENCO.

We recognise that there are factors that may prevent Looked After Children from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each Looked After Child will be tracked and compared to previous results. If progress is not as could be expected, targeted support will be put in place.

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history, may cause difficulties for Looked After Children and we will ensure this is handled sensitively by planning alternative but relevant activities.

Attendance: (also see Hightown School's Attendance Policy).

If a Looked After Child is identified as having poor attendance or punctuality

- The Pastoral Manager (Family Liaison) will inform the LAC Lead Teacher.

The Social Worker and carers will be contacted by the Pastoral Manager to gain their support, collect any relevant information and be involved in planning and delivering strategies to improve attendance.

Behaviour: (also see Hightown School's Behaviour Policy).

We recognise that psychological trauma and lack of continuity in the lives of Looked After Children may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage:

- The Pastoral Managers will liaise with the LAC Lead Teacher. The Social Worker and carers will be contacted by one of the Pastoral Managers as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Looked After Child.
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, CAMHS, Pupil Referral Unit, NSPCC will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the problem behaviour.

Extra-Curricular Activities:

- We recognise that Looked After Children are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities because of poor relationships with their peers, for example. As we believe it is essential that Looked After Children are able to play a full part in school life, the following strategies are in place to help them to do this:
- The Pastoral Manager (Pupil engagement) will monitor the involvement of Looked After Children in extracurricular activities, each term.
- The Pastoral Manager (Pupil engagement) will liaise with the young person, carers and Social Workers to try to promote involvement in extra-curricular activities, e.g. at PEP Meetings.
- The Pastoral Manager (Pupil engagement) will liaise with LA support services such as Young People's Services to develop strategies for increasing the involvement of Looked After Children in extra-curricular activities if their uptake is shown to be low.
- The Pastoral Manager will give the LAC Lead Teacher termly updates.

The success of all school strategies and use of funded initiatives will be monitored and evaluated by the LAC Lead Teacher through:

- Collection and analysis of information.
- Discussion with school staff, carers, Social Workers and staff from LA Support Services, both informally and during meetings, e.g. those set up to write Personal Education Plans.
- Discussions with Looked After Children.
- Liaison With Outside Agencies

To ensure that all those involved in the education and care of Looked After Children work together in their best interests, the LAC Lead Teacher will devise and implement effective strategies and procedures for:

- Accessing additional support, funding or use of funded initiatives.
- Liaising with Social Workers to ensure all Looked After Children have a Personal Education Plan.
- Participation in or/and co-ordination of Review and Planning meetings for Looked After Children. Statutory school procedures such as Annual Reviews for children with Statements of SEN or Education and Health Care Plans, will be timed to coincide with these wherever possible and appropriate.
- In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

Roles and Responsibilities:

The Looked After Children (LAC) Lead Teacher is Mrs. Anne West, Pupil Premium Lead.

- The majority of the roles and responsibilities of the LAC Lead Teacher are implicit in the above sections of this policy. In addition, the LAC Lead Teacher will:
- Attend training sessions organised by the LA.
- Cascade this training to school staff.
- Arrange and/or deliver training to all staff, including those newly appointed, on issues affecting the educational attainment of Looked After Children and the ways in which educational disadvantage can be overcome.
- Work with Social Workers and other Social Care staff to enable the writing of effective Personal Education Plans, which will inform Care Plans.
- Attend, arrange for someone else to attend or contribute in other ways to care planning meetings.

- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans.

The Head Teacher and Senior Management:

The responsibility for the educational and personal well-being of Looked After Children rests with the Head teacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Management Team, the Head teacher will ensure that inclusive strategies are in place for Looked After Children and that staff, particularly the LAC Lead Teacher, are enabled to carry them out.

The Head teacher/ LAC Lead Teacher will report to the Governing Body on an annual basis:

- The number of Looked After pupils in the school.
- As the number is currently small, the school (and Governing Body) has chosen to take on a flexible approach to providing the Governing Body with a more detailed report.

The school's Governing Body must be satisfied that the school's policies and procedures ensure that Looked After Children have equal access to:

- The National Curriculum
- Public examinations
- Statutory assessments
- Additional educational support
- Appropriate pastoral support
- Extra-curricular activities.

Evaluation The general success and appropriateness of this policy will be evaluated annually.