



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Looked After Children (LAC) Policy

Version	4
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Ratified by	Local Governing Body
Date ratified	2 nd July 2024
Date issued	4 th July 2024
Policy review date	July 2026
Post holder responsible	Assistant Principal: Inclusion
Designated Teacher for LAC	Ms N Hackett
LGB Chairperson	Geoff Taylor-Smith

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have



developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Looked After Child (LAC) Policy has been approved and adopted by Hagley Catholic High School Governing Body on 2nd July 2024 and will be reviewed in June 2026

Signed by LGB representative for Hagley Catholic High School:

G Taylor Smith

Signed by Principal:

J Hodgson

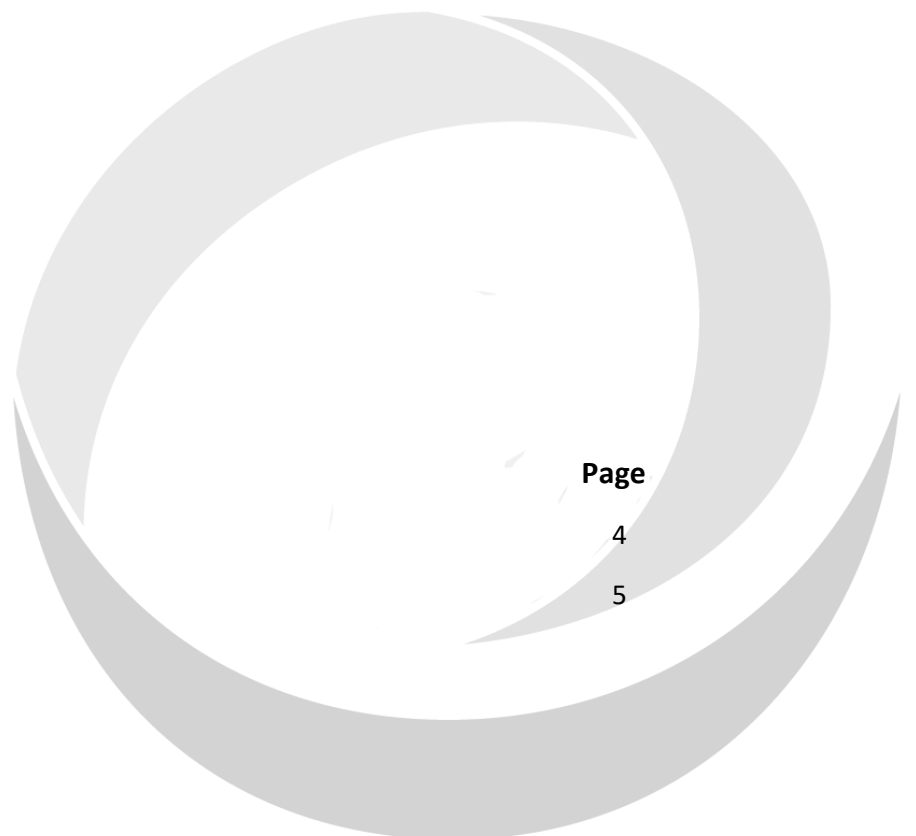
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Summary of changes

There has been no changes to this policy

Duty for 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 the following groups:

1. Children who are accommodated under a voluntary agreement with their parents.
2. Children who are the subjects of a care order (section 31) or interim care order
3. Children who are the subjects of emergency orders for their protection
4. 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. They may be looked after by our local authority or may be in the care of another authority but living in ours. LAC will have a care manager who arranges their care plan. All schools have a Designated Lead for LAC.

The Governing Body of Hagley Catholic High School is committed to providing quality education for all its students, based on equality of opportunity, access and outcomes. The Governing Body recognises that, nationally, there is educational underachievement of Looked after children, when compared with their peers, and is committed to implementing the principles and practice, as outlined in the statutory guidance:

[The Children and Young Persons Act 2008](#)

[Designated Teacher \(Looked After Pupils etc.\) \(England\) Regulation 2009.](#)

[Improving the attainment of looked after young people in Secondary Schools](#)

[The Childrens Act](#) places a duty to safeguard Looked after children, to promote their educational achievements and to ensure that they are able to “achieve to and reach their full potential”.

Looked After Children – LAC - are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:

- a high level of disruption and change in school placements
- lack of involvement in extra-curricular activities
- inconsistent or no attention paid to homework.
- This may result in:
- poor exam success rates in comparison with the general population
- under-achievement in further and higher education.

Section 20 of the Children and Young Persons Act 2008 (“the 2008 Act”) places a duty on the governing body of maintained schools to designate a member of staff (the ‘Designated Teacher’) as having responsibility to promote the educational achievement of Looked after children who are registered pupils at the school. This includes those aged between 16 and 18. The Governing Body

and all the staff at Hagley Catholic High School are committed to ensuring that all LAC achieve, are challenged and enjoy school. In doing so we all have key roles and responsibilities:

The Improving Attainment Guidance recognises the collective responsibility of Local Authorities and schools to support looked after young people by setting out these principles:

- balancing high levels of support with real challenge
- skilfully linking each young person to a key person they relate well to
- making it a priority to know the young people well and to build strong relationships
- developing strong partnerships with carers, local authorities and specialist agencies
- making things happen and seeing things through
- ensuring consistency as well as discrete flexibility 8. Actively extending the horizons of each young person
- planning for future transitions

The Designated Teacher has a lead role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning, emotional and academic needs of every looked after child matters are prioritised.

The Designated Teacher will liaise with pastoral and curriculum staff to ensure any extra support is prioritised for this cohort.

The Role of the Designated Teacher:

- When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status.
- Ensure that a Personal Education Plan (PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months;
- Keep PEPs and other records up to date, particularly in time to inform review meetings.
- Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request and may not necessarily be the Designated Teacher).
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary.
- Ensure staff receive relevant information and training and act as an advisor to staff and governors.
- Ensure confidentiality for individual children and only share personal information on a need-to-know basis.
- Provide written information to assist planning/review meetings and ensure attendance as far as possible.
- Ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive.
- Encourage Looked After Children participate in extra-curricular activities and out of hours learning, where feasible.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;

- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.
- Ensure that any returns on looked after children are completed – as requested by the LA

The Designated Teacher will be an advocate for Looked After Children and report on:

- The number of LAC on roll and the confirmation that they have a PEP.
- Attendance compared to other students.
- Attainment compared to other students.
- The number, if any, of fixed term and permanent exclusions
- Destinations of students who leave the school.

Roles and Responsibilities of All Staff:

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- Are familiar with and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
- Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary.
- Contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate.
- As with all children, ensure that no child in public care is stigmatised in any way.
- Provide a supportive climate to enable a child in public care to achieve stability within the school setting.
- As with all children, have high aspirations for the educational and personal achievement of Looked After Children.
- Positively promote the self-esteem of Looked After Children.

The Role of the Governing Body:

- Ensure that the admission criteria and practice prioritises LAC according to the DfE Admissions Code of Practice.
- Ensure all Governors are fully aware of the legal requirements and guidance for LAC.
- Ensure there is a Designated Teacher for LAC. The appointment of a designated teacher in accordance with the Regulations is a core function of the governing body.
- Support the Principal, Designated Teacher and other staff in ensuring the needs of Looked After Children are met.
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (These reports should not include any names of individual children for child protection and confidentiality reasons).
- Review the effective implementation of this policy, preferably annually.
- Review the effective implementation of this policy, preferably annually and at least every three years.

Funding Spend

Schools receive a standard amount of funding per child in care, or care leaver, who attends school from reception to year 11 through Pupil Premium Plus. The purpose of this money is to provide educational and developmental support to all eligible children. At Hagley we consult with the parents and carers of eligible pupils, through the PEP platform, to ensure they have an input into how the allocation is spent. Statutory guidance states:

- Funds should be pooled to provide the greatest benefit to all eligible children within the school.
- Interventions should be evidence based, and in the best interests of the child.

From April 2021, PP is allocated according to the number of eligible children and young people a school records in their October School Census. If this is the first time the child has been recorded as previously looked after at their school, the parent or guardian will have to provide evidence. For example, a confirmation letter from the council who placed the child.

For children who have left care (through adoption, SGO, or CAO), the Pupil Premium Plus grant goes directly to the school. It is the responsibility of the parents, guardians, or carers of previously looked after children, to make sure that the school is aware that a child was previously looked after. The designated teacher should ensure that parents and guardians are aware that informing the school will allow them to provide extra support.

For children who are currently looked after, the Virtual School is responsible for managing Pupil Premium Plus grants. The process for accessing the grant through the Virtual School will vary in each Local Authority (contact the relevant Virtual School for further information).

