



Looked After Children and Previously Looked After Children Policy

Senior Leader Reviewer:	Karen Harper, DSL
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Next Review:	January 2026
Committee:	Personal Development and Wellbeing



1 Definition

For the purposes of the policy a child 'looked after by a local authority' is one who is looked after within the meaning of section 22 of the Children Act 1989

A previously looked after child is one who is 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 person, or has been adopted from 'state care' outside England and Wales.

A child is in 'state care' outside of England and Wales if s/he is in care of or accommodated by a public authority, religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Sir William Borlase's Grammar School recognises that 'Looked After Children' and 'Previously Looked After Children' may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

2. School Commitment

Nationally, 'Looked After Children' (LAC) and 'Previously Looked After Children' (PLAC) significantly underachieve and are likely to have additional SEND needs ([Government statistics - Outcomes for children looked after by LA's](#)). Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Helping LAC and PLAC succeed and providing a better future for them is a key priority in our school.

Sir William Borlase's Grammar School recognises that LAC and PLAC 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 LAC and PLAC may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Sir William Borlase's Grammar School is committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Having high expectations for the child and ensuring equal access to balanced and broadly based education
- Recording, monitoring and improving the academic achievement of the child in addition to supporting their health and wellbeing.
- Prioritising stability and continuity with high levels of pastoral support.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality in line with the school's Child Protection Policy and [Keeping Children Safe in Education](#) Training staff to be aware and sensitive to the difficulties and educational disadvantages of LAC and PLAC.



- Ensuring an appropriately trained Designated Teacher (Kirsty Ashby) will be responsible for all LAC and PLAC with the support of the DSL (Karen Harper)
- All LAC and PLAC will have an Electronic Personal Plan (EPEP) drawn up between the school, the child, and the child's social worker, and those with parental responsibility which will identify the child's individual needs and the support they require

3. Roles and Responsibilities

3.1 Head Teacher

- Identify the Designated Teacher for LAC and PLAC, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher be absent for any significant time.
- Ensure that procedures are in place to continually monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of LAC and PLAC to all parties involved
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Ensure that Pupil Premium funding is used to good effect, for the benefit of all disadvantaged students and for the whole student body (see also the school Pupil Premium policy)

3.2 Governing Body

- Governors are responsible to understand this policy and to be aware of the legal requirements and guidance on the education of LAC and PLAC.
- Monitor the needs and progress of LAC and PLAC annually.
- Allocate resources to meet the needs of LAC and PLAC.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out their responsibilities as below.
- Support the Head Teacher, the Designated Teacher and other staff in ensuring that the needs of LAC and PLAC are recognised and met.
- Annually review:
 1. The number of LAC and PLAC students on the school roll (if any)
 2. Their attendance, as a discrete group, compared to other pupils
 3. Their teacher assessment, as a discrete groups, compared to other pupils
 4. The number of fixed term and permanent exclusions (if any)
 5. The destinations of pupils who leave the school

The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.



3.3 Designated Teacher

The designated teacher for Sir William Borlase's Grammar School is the Designated Safeguarding Lead and senior leader (Karen Harper) supported by Kirsty Ashby (deputy DSL and SENDCo).

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews
- Ensure that each LAC and PLAC has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes
- Track academic progress and target support appropriately.
- Coordinate any support for LAC and PLAC that is necessary within school
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage LAC and PLAC to join in extracurricular activities and out of school learning and access available funding on their behalf if necessary.
- Attend planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of LAC and PLAC children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion to resolve matters for the child.
- Ensure the speedy transfer of information between individuals, agencies and if the pupils changes to a new school.
- Be proactive in supporting transition and planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Ensure that attendance is monitored.

3.4 Staff

All our staff will:

- Have high aspirations for the education and personal achievement of LAC and PLAC, as for all pupils
- Maintain LAC and PLAC confidentiality and ensure they are supported sensitively
- Respond promptly to the Designated Teacher's requests for information
- Work to enable LAC and PLAC to achieve stability and success within school
- Be able to identify and promote the self-esteem of all LAC and PLAC
- Have an understanding of the key issues that affect the learning of LAC and PLAC
- Be aware that 60% of LAC and PLAC say they are bullied so work to prevent bullying in line with the school's behaviour policy

For more information please refer to the statutory guidance [Promoting the education of looked after children and previously looked after children](#)

