

Shelton Junior School



LAC and PLAC Policy

Headteacher Approval  Name: Mr Jon Bacon Date: 28/01/2021	Governor Approval  Name: Karen Phillips Date: 28/01/2021	Shelton Junior School <i>LAC and PLAC Policy</i> Last Reviewed: January 2021 Review date: January 2022
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Policy review dates and changes

Date	By whom	Summary of changes made

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School Information and Aims

Designated Teacher for LAC and PLAC: Mrs Hettie Culling

Pastoral Lead: Mrs Vicky Dunkley Smith

Link Governor for LAC and PLAC: Mrs Angeline Thorne

Shelton Junior Schools aims for LAC and PLAC pupils is for them to:

Learn – Achieve the very best academically that they can

Trust – Form trusting relationships with adults and pupils to ensure their healthy social, emotional development

Succeed – Whatever any of our pupils’ goals and dreams are Shelton Juniors is here to support it.

Who is a Looked after Child or Previously Looked after Child?

When is a child 'looked after' (LAC)?

A child is looked after under the following circumstances:

- The child is in accommodation commissioned and provided by the Local Authority for more than 24 hours.
- The child is the subject of an Emergency Protection Order, Interim Care Order or Care Order either living at home or placed away from home with relatives, friends or local authority carers.
- The child is remanded to Local Authority Care.
- The child is subject to a Secure Order under the Children Act 1989.
- The child is placed for adoption but the adoption order has not been made.
- The child is an unaccompanied minor.
- The child is in receipt of a series of Short Term Breaks as part of a Family Support plan for periods of 24 hours or more. (These children are only looked after for the time that they are placed away from home and do not need to be on your register of Looked After Children; nor do they need Personal Education Plans.)

When is a child 'previously looked after' (PLAC)?

A child is previously looked after when:

- The child is adopted
- The child is made subject to a special guardianship order (SGO) or child arrangement order

Allocation of resources

The Governing Board will ensure that the school allocates resources to support appropriate provision for P/LAC. Staff are actively encouraged and supported to attend courses and termly LA Network meeting that helps them to acquire the knowledge and skills needed to support P/LAC. Part of the Designated Teacher's role is to develop awareness with school staff and Governors of issues associated with P/LAC. Pupil Premium Plus (PP+) funding is used to "close the gap" in educational outcomes between P/LAC and their peers. PP+ funding for PLAC is accessed through the schools own budget. PP+ for LAC is accessed through the Local Authority who has parental responsibility for the LAC.

Monitoring the progress of LAC

The social worker for the LAC should initiate a Personal Education Plan – PEP - within 10 days of joining either school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each LAC's attainment on entry to ensure continuity of learning.

Shelton Junior School will monitor and track the achievement, attainment and progress of all LAC at regular intervals. LAC will require their PEP to be reviewed, according to their needs, as initiated by the Reviewing Officer, Social Worker or Designated Teacher. The young person's views should be sought by the Designated Teacher and pastoral team and noted on the PEP.

The Designated Teacher will know who all the LAC are in school and will have access to their relevant contact details including parents, carers and social worker, PEPs and attainment and progress data. The Designated Teachers will also know about any LAC from other Local Authorities. It is important that the school flags LAC status appropriately in the school's information systems so that information is readily available as required.

Monitoring the progress of PLAC

The parental responsibility for a PLAC is with the adopted parent or persons named on the Special Guardianship Order. This responsibility may be shared between those named and parents. ***There is no requirement to hold a PEP meeting for a PLAC but the school monitors and allocates PP+ funding for PLAC to meet the needs of the pupil.*** There is regular communication between school and those with parental responsibility for the PLAC.

The school encourages adopted parents to make themselves known so that PP+ funding can be gained by recording the pupil as PLAC on the January census return.

Partnership working

Shelton Junior School firmly believes in developing a strong partnership with parents/carers and care workers to enable P/LAC to achieve their potential. LAC Review meetings and PEP meetings are an opportunity to further this partnership working. Transition meetings when pupils move between schools will be held to discuss any targets and funding usage to ensure a smooth transition for these pupils.

We also recognise the important contribution that external support services make in supporting P/LAC. Colleagues from the following support services may be involved with individual P/LAC:

- Derby City Virtual School for LAC
- educational psychologists and SEN services
- adoption support workers
- medical officers
- school nurses
- the LA named nurse for LAC
- CAMHS (Child and Adolescent Mental Health Services)
- Education Welfare Officers
- Social Care Workers/Children's Practitioners/Residential Child Care Worker
- Youth Offending Service
- Multi-Agency Teams

P/LAC policy review and evaluation of the effectiveness of the school's provision for P/LAC

The P/LAC policy will be reviewed annually. A report from the designated teacher on outcome of P/LAC pupils is brought to the Governing Board annually.

Other guidance implemented to support the LAC and PLAC Policy

This policy is adapted from the Derby City Local Authority policy for schools (2019).

The school is aware of and implements the guidance contained within the key documents outlined in Appendix 1. In particular:

1. Admission authorities are required, with some limited exceptions, to give priority to looked after children, children adopted from care under the Adoption and Children Act 2002 and those who left care under a 'Special Guardianship Order' or 'Residence Order' in their oversubscription criteria. The practical effect of this is that in a school's published admission arrangements, the first and highest oversubscription criterion must be looked after children (see paragraph 1.7 of the Admissions Code). Provisions also apply to schools with a religious character and grammar schools (paragraphs 1.37 and 1.19 of the Admissions Code).
2. The law gives a local authority that looks after a child the right to direct the admission authority of any maintained school to give them a place. This applies, even where the school is currently full, or is in another local authority area (see paragraph 3.19 of the School Admission Code).
3. Governing boards of all maintained schools are required to appoint a designated teacher to promote the educational achievement of looked after children who are on the school roll. Academies are under an obligation to do this through their funding agreements.
4. Governing boards must ensure, as a minimum, that:
 - a designated teacher is appointed;
 - the teacher undertakes appropriate training;
 - it considers an annual report from the designated teacher; and
 - it acts on any issues that the report raises.
5. Regulations specify that the role of a designated teacher should be carried out by:
 - a qualified teacher, within the meaning of section 132 of the Education Act 2002, who has completed the appropriate induction period (if required); or
 - the headteacher or acting headteacher at the school.
6. 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 board of a maintained school in England and the proprietor of an academy in England should:
 - 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;
 - ensure the designated person undertakes appropriate training; and
 - ensure they and the designated teacher has regard any guidance issued by the Secretary of State.
7. All looked after children have a personal education plan (PEP) as part of the care plan that is drawn up by the local authority that looks after them. The PEP forms part of the child's education record.

APPENDIX 1 Key National Documents

- Promoting the Educational Achievement of Looked After Children - Statutory Guidance for Local Authorities February 2018
- The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.
- The designated teacher for looked after and previously looked after children- Statutory Guidance February 2018
- Governance handbook for trustees of academies and multi-academy trusts and governors of maintained schools DfE January 2017 (6.4.12 Looked After Children)
- The Care Planning, Placement and Case Review (England) Regulations 2010, as amended.
- Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion, 2012
- Department for Education, School Admissions Code, Feb 2012
- Supporting Looked After Learners - A Practical Guide for School Governors 2005
- Advice on the Education of Summer Born Children, July 2013

APPENDIX 2

Derby City Virtual School for LAC contact details:

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