

'For With God Nothing is Impossible' Luke 1:37

Church Lench CE First School

Looked After/ Post Looked After

Children Policy

2023

For With God Nothing is Impossible' Luke 1:37

At the heart of the school is our belief that 'with God nothing is impossible', which allows our children to have high aspirations and know that they are part of a loving family. We have a flexible, child-led, broad and balanced curriculum where every child can thrive in a happy, inclusive and safe environment.

Who are we?

'Love one another, just as I have loved you, you also are to love one another'

John 13:34

Our vision at Church Lench CE First School is to create an environment where children and staff feel loved and are happy. We guide our children to become confident, independent and resilient young members of society.

Why are we here?

'So in Christ, we though many, form one body and each member belongs to all the others'

Romans 12:5

We enable our children to support and respect others beliefs and backgrounds knowing we are all children of God and created in his image. We help our children to develop a good knowledge and understanding of keeping safe in the wider world and protecting themselves from potential harm. We aim for all our children to make a positive contribution to the community and wider society.

How then shall we live?

'I can do all things through him who strengthens me'

Philippians 4:13

We encourage our children to have high hopes, feel happy and confident to take risks. We foster perseverance and courage in all areas of life.

Looked After/ Post Looked After Children Policy

Responsibility, Compassion, Hope, Perseverance, Thankfulness

Aims

To promote the educational achievement and welfare of all looked after and post looked after children in the school.

Designated Teachers for LAC and post LAC: Head Teacher/ Assistant Head Teacher

Role of the Designated Teachers;

- To ensure that all staff are aware of the educational and social difficulties faced by children in the looked after system and the need for a positive support system.
- To be someone who is willing to challenge and change attitudes to ensure inclusion
- To act as advocate for the child and promote continuity and stability
- To be someone who is prepared to listen to the child and respond to his needs
- To develop and monitor systems for liaising with carers, Social Services Department and Education Service
- To ensure that Personal Education Plans are completed and returned to social workers as requested and to monitor the progress of the looked after child, intervening where there is significant under achievement.
- Participate in the formulation of a Care Plan when necessary. This will be led by the involved Social Worker
- To ensure that all relevant information is available to both staff and carers. This may involve requesting records from previous schools and holding meetings.
- Ensure that any additional safeguarding issues are identified and addressed.
- Participate in LAC training and cascade this to other members of staff.

Working with Individual Looked/Post Looked After Children

The designated teacher should, wherever possible:

- Enable the child to have some say in the educational aspects of any care plan. How much involvement there is will depend on the age and understanding of the individual child.
- Try to ensure a smooth induction when a new 'looked after' child comes into school.
- Designate key workers

Liaison

The designated teachers should try to ensure that there is frequent liaison with:

- DSL/ DDSL
- External personnel so that PEPs can inform any care plan. This may involve attending meetings, providing reports etc. Especially important are LAC reviews, where educational perspective is essential.
- The child's carers
- Liaise regarding the child's progress and needs at school
- Any other involved agencies

Governor

Our SEND governor should liaise with the designated teacher/s to provide an annual report to the governors in the summer term on the progress of all the LAC with regard to:

- Attendance
- Achievement
- Behaviour
- Involvement in any extra- curricular activities
- SEN if any
- Future needs
- Long term plans

Responsibility for LAC in School

It is important that all staff in direct contact with the child are aware that they are LA or post LA children. This may extend to supply staff and peripatetic teachers if it is felt to be appropriate. When planning lessons or activities staff should consider the impact it could have on a LA/PLA child eg Fathers/Mother's day, early life photo's or family tree.

Other Agencies

It is important that a copy of all reports is forwarded to the child's social worker in addition to the Foster Carer or Social Worker. There must also be information sharing and gathering between Social services, School and the Education Service.

We follow the Worcestershire Virtual School LAC/ Post LAC/ pupil Premium policy (Dec 2020)

Date: March 2023

Review Date: March 2026

Signed: *S Price*