

**THOMAS GRAY PRIMARY
LOOKED AFTER CHILDREN (LAC) AND POST LAC POLICY**

The Objective

To promote and support the educational achievement and welfare of Looked After pupils and Post Looked After Children

The Role of the Designated teacher for Looked After Children

- A senior teacher, with links to the Leadership Team of the school. The LAC Designated Teacher needs to have a voice which can influence and guide decision making within the school. The Designated Teacher may be required to attend meetings, sometimes at short notice, during the school day, and some flexibility may be required. Designated Teacher at Thomas Gray Primary is Rachael Rimmer - Headteacher.
- To work in conjunction with a member from the virtual school's team, and LAC Governor to ensure that all staff are aware of the difficulties and educational disadvantages faced by Looked After Children/ Post Looked After Children and understand the complexity of individual cases (where appropriate), and the need for whole school, positive systems of support to help overcome them.
- To promote the involvement of LAC /Post LAC in extracurricular activities and opportunities, promote home reading and homework support.
- To develop systems for effective communication with carers, parents, social services, health and any other relevant agencies and support networks.
- To monitor the educational progress of all children who are Looked After in order to intervene quickly at an individual or school level, should additional support be required.
- To work in conjunction with the social care to ensure all LAC pupils have Personal Education Plans (PEPs), which are a statutory requirement for all LAC. PEPs need to be completed within timescale. PEPs need to be meaningful, detailed and accurate.

- To attend, arrange for a representative, or provide educational updates and reports for reviews, PEPs and meetings. Ensure a speedy transfer of information and documents (securely) between agencies.
- To support pupils to share their views and make a contribution to their PEP. Ensure the pupil voice is heard and represented.
- To work closely and liaise with the Governor with responsibility for LAC/ Post LAC..
- To be aware of the child's legal status, contact arrangements, those with Parental Responsibility (PR).
- To be aware, where possible of those pupils who are on a Special Guardianship Order (SGO) or have been adopted and have previously been LAC.

Wider School Staff

- LAC Designated Teacher to allocate a key member of staff the young person can speak with or meet with regularly, with or without prior warning where possible. Ensure the young person is in agreement with the allocated worker.
- To ensure all school staff who are in contact with Looked After Children have the appropriate amount of information regarding the young person's circumstances and are at least aware they are looked after by the Local Authority.
- In the absence of the usual class teacher(s), some information regarding the child's circumstances should be shared with the covering teacher. The extent of this sharing should be determined by the Head teacher or the Designated teacher.

Training

- To develop own knowledge and understanding of Social Care / Education procedures and keep up to date with relevant training and attend training opportunities provided eg LAC Forum.
- To ensure all school staff have the appropriate training opportunities in order to fully support LAC within the school.
- To cascade information and training to school staff as appropriate.
- To have a firm understanding of the LAC / PDG Funding arrangements at a regional, local, school and individual pupil level. Be aware of the

procedures and the impact of the funding on individual LAC pupils. (This will be recorded on the PEP).

The Role of the LAC Governor

- To work closely with the LAC Designated teacher and have a good understanding of the difficulties and educational disadvantages faced by Looked After Children and what the school does to support LAC.
- The LAC Governor will report to the Governing Body on an annual basis, including information such as:
 - Number of LAC in the school.
 - Attendance of LAC.
 - Comparison of test scores / levels.
 - Levels of fixed term / permanent exclusions of LAC.
- The LAC Governor, as a critical friend, should feel comfortable to question and support the school in promoting the educational achievement and welfare of LAC.
- The LAC Governor should be satisfied that the school's policies and procedures ensure LAC pupils have equal access to:
 - National Curriculum / additional educational support and extra-curricular activities.
- To share and cascade information regarding LAC to other Governors and report to the Chair of Governors.

Review Date	
Signed (headteacher)/ Date	
Signed (chair of governing body)/ Date	

