



## **Gippeswyk Community Educational Trust**

ACHIEVING SUCCESS TOGETHER

This Framework has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

<b>Looked after Children &amp; Previously Looked after Children Policy</b>	
Approved by GCET	22.3.24
Date of next Review	Autumn 2025-2026 ( <i>Two yearly – odd years</i> )
Responsible Officer	Head of Trust Standards
Policy Number	TS5

### **Definition of a Parent**

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

At Gippeswyk Community Educational Trust (GCET) we do not discriminate against any child or adult, and we embrace the individuality of all our community members and comply fully with the Equality Act 2010.

### **Aims**

Looked After Children (LAC) and previously Looked After Children (PLAC) are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational under achievement when compared to other groups. Raising levels of achievement has been clearly highlighted as a major part of improving the life chances of LAC and PLAC and schools play a pivotal role in this.

GCET is committed to ensuring that all children in their academies receive access to a broad and balanced curriculum. The gaps in LAC and PLAC learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress. Each academy will carry out careful planning, monitoring and evaluation to ensure the best possible outcomes for LAC and PLAC.

## **Definition of Looked After Children and previously Looked After Children Statement**

**Looked After Children (LAC)** are registered pupils that are:

- ♦ In the care of a local authority, or
- ♦ Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

**Previously Looked After Children (PLAC)** are registered pupils that fall into either of these categories:

- ♦ They were looked after by a local authority but ceased to be as a result of any of the following:
  - a) A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
  - b) A special guardianship order
  - c) An adoption order
- They appear to the governing board to have:
  - a) Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
  - b) Ceased to be in that state care as a result of being adopted

**Personal Education Plan (PEP)** is part of a looked after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

**Virtual School Head (VSH)** is a local authority officer responsible for promoting the educational achievement of their authority's looked after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents in respect of previously looked after children.

## **The Role of Trustees**

The role of the Trustees (in association with the CEO) places a duty on them to designate a named member of staff (the Designated Teacher) in each academy to promote the educational achievement of LAC and PLAC. In partnership with the CEO, they will maintain responsibility for monitoring how well the role is working.

## **The Role of Governing Bodies**

Government legislation places a duty on the Governing Body to designate a member of staff (the Designated Teacher) to take the lead and responsibility for promoting the educational achievement of LAC and PLAC. To this effect, the Governors should:

- ♦ ensure that the necessary provision is being made for any pupil who is a Looked After Child or Previously Looked After Child.
- ♦ ensure that the Designated Teacher is given the appropriate level of support and has the opportunity to keep up to date with relevant training.
- ♦ ensure the Designated Teacher disseminates relevant training and provides support for all members of staff that will influence teaching and learning for LAC and PLAC.
- ♦ in partnership with the Principal, be responsible for receiving progress reports from the Designated Teacher.
- ♦ regularly review the academies' policy for LAC and PLAC.

### **The Role of the Designated Teacher**

The list below is not an exhaustive list of expectations, and the Trust recognises that different levels of approach to help and support LAC and PLAC will be needed across the age range 3 – 18 within each GCET academy.

- ♦ The Designated Teacher must be a qualified teacher and a member of staff who is able to influence decisions about the teaching and learning, as well as promote the educational achievements of every Looked After Child and Previously Looked After Child.
- ♦ Maintain detailed records of all LAC and PLAC, including all organisations, agencies and bodies involved in supporting these students.
- ♦ Ensure that a Personal Education Plan (PEP) is completed when a student enters the academy and is then reviewed three times a year, taking into account the opinions of the social worker, class teachers, carers and, where possible, the child and their parents.
- ♦ Work closely with the academy's Designated Safeguarding Lead to ensure that any safeguarding concerns are quickly and effectively responded to.
- ♦ Co-ordinate support for the child in school and liaise with other professionals and carers.
- ♦ Ensure all staff receive appropriate training to support the LAC and PLC within their academy.
- ♦ Ensure confidentiality at all times, sharing personal information on a need to know basis.
- ♦ Monitor the educational progress of the LACs and PLACs and intervene, in co-operation with other agencies, if required, if there is evidence of underachievement, absence from school or other similar concerns.

### **Roles and responsibilities for all staff**

- ensure that any child in public care is supported sensitively and that confidentiality is maintained;
- be familiar with the 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

### **Admissions**

The Trustees of GCET and the Governors of each academy within the Trust believe that the admissions criteria should not discriminate against LAC or PLAC and will ensure that LAC and PLAC are given appropriate priority through the published admissions criteria.

### **Training**

The Head Teacher or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.