



Looked After Children & Previously Looked After Children Policy

This policy was adopted/updated:	January 2023
This policy will be reviewed:	January 2026
Governor Committee Responsibility:	CFCS
Statutory policy:	No



This policy has been adapted from the AfC Model Policy

MAPLE INFANTS' SCHOOL ECT POLICY

~ TOGETHER WE LEARN AND GROW ~

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics as part of our commitment to meet the public sector duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

At Maple Infants' School we are committed to promoting the education of Looked After Children and Previously Looked After Children. We understand that vulnerable students are best supported with high quality teaching and whole school awareness of trauma informed practice.

Maple Infants' School has a Designated Teacher (Miss Helen Funnell – Deputy Head & Inclusion Manager) who is responsible for meeting the needs of this group of pupils. The post holder is a qualified teacher and is empowered to have whole school influence.

The Role of the Designated Teacher

- To act as an advocate for Children Looked After and Children Previously Looked After
- To champion an attachment aware school, promoting high quality, inclusive teaching.
- To ensure Maple Infants' School comply with the Admissions Code to ensure priority for CLA and previously CLA
- To ensure that the educational achievement of each looked after child is monitored, tracked, promoted and where relevant accelerated
- To ensure Maple Infants' School follow DfE Guidance on Exclusions for vulnerable children and understand the importance of school stability for this group.
- To have a good working knowledge of the SEND code of practice
- To track and monitor attendance of looked after children
- To ensure all staff are aware of the barriers for Looked After Children and understand the need for systems and strategies to support them e.g. pre and over learning, emotion coaching, safe place to be etc
- To liaise with other relevant professions in the network around the child. For example; social worker, foster carer, independent reviewing officer.
- To chair PEP meetings for all Looked After Children each term having gathered progress updates from across the staff.
- To advise on the most effective use of the Pupil Premium+ in liaison with relevant professionals in the PEP meeting e.g. reference to Education Endowment Foundation; Sutton Trust.
- To set learning based targets for pupils at PEP meetings and ensure these are implemented to a high standard and in time frame
- To ensure that they are aware of children who are previously looked after, including those who have a Special Guardianship Order, to improve awareness of the vulnerability and needs of

previously looked-after children. This should include promoting good practice, identifying and meeting their needs, and guidance on effective use of the PPG.

- To report to the Governing body on the outcomes of Looked After Children.
- To attend Designated Teacher forums and training and disseminate this information to the wider school community and maintain a good knowledge of research recommendations for this group.

Roles and Responsibilities of all staff

- To ensure that Looked After and Previously Looked After Children are supported sensitively and confidentiality is maintained
- To be familiar with this policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- To have high aspirations for the educational and personal achievement of Looked After and Previously Looked After Children with an aim to close the attainment gap between this group and their peers
- To attend Designated Teacher whole school training and apply techniques to include Looked After and Previously Looked After Children within the lessons and school community.

Roles and Responsibilities of the Governing Body

- To ensure the Governing Body has a named governor responsible for Looked After Children
- To be aware of how many Looked After Children are on roll at our school
- To ensure that there is a Designated Teacher for Looked After Children
- To support the Headteacher, Designated Teacher and other staff to ensure the needs of this group are met and that the school is an inclusive learning environment
- Attend relevant training
- To review the effective implementation of this policy

Support for children and families

At Maple Infants' School, pastoral support and nurture is an important feature of our provision for all children and their families, but especially so when thinking about Looked After and Previously Looked After Children. All staff follow a trauma aware approach and use Zones of Regulation as a primary driver for supporting emotional regulation.

Our positive behaviour and regulation policy reflects an emotional coaching approach and staff seek to understand what behaviour is communicating in favour of punitive approaches. Personalised plans are created, where relevant.

With Pupil Premium + we can tailor support for Looked After and Previously Looked After Children. This is discussed, including the impact of its use, at Looked After Children's PeP meetings or through an Education in Excellence Plan, for Previously Looked After Children, where deemed appropriate.

Looked After Children and Previously Looked After Children are encouraged and supported to take up an extra-curricular club, using the PPG+ where relevant.

Families are encouraged to meet regularly with the children's teachers so that further identification and signposting of personalised support can be planned.