

	HOLTON LE CLAY SCHOOLS FEDERATION Executive Head Teacher: Mrs D Hunt Email: enquiries@holton-le-clay-infant.lincs.sch.uk Email: enquiries@holton-le-clay-junior.lincs.sch.uk Website: www.holtonleclayschools.co.uk
	<i>Looked after children policy</i>

Prepared by	HLC Senior Leadership Team
Approved by	HLC Full Governing body
Adopted/reviewed Date	December 2025
Version Number	4
Next Review Date	December 2028



The majority of children and young people who are considered to be **looked after** will come into one of the following two categories.

Looked after at home, where the child or young person is subject to a **supervision requirement with no condition of residence** through the Children's Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home).

Looked After away from home (i.e. away from their *normal* place of residence), where the child or young person is subject to a **supervision requirement with a condition of residence** through the Children's Hearing system, or is provided with accommodation under section 25 (voluntary agreement) or is the subject of a Parental Responsibility Order (section 86). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children's unit, a residential school, a secure unit or a kinship placement.

Definition

Previously looked after children

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangement order. The Designated Teacher will satisfy themselves that the child is eligible for support by asking the child's parents for evidence of previously looked after status. Where parents are unable to provide clear evidence of their child's status, the designated teacher will use their discretion and contact the Virtual School Head (VSH), if necessary.

1. As Governors and teachers of Holton-le-Clay Infant and Junior Schools we aim to:
 - Make a real difference in helping to provide the best possible education for looked after children as much as any other.
 - Seek to give our young people in care professional help, encouragement and support, so they find our schools a welcoming and friendly place.
 - Be fully inclusive and we will challenge negative views and stereotypes.
 - Offer support to and work with their foster carers on how to assist the young persons learning and enhance educational opportunities. Provide a Personal Education Plan for the child in order to meet their needs and support them within our setting.
 - **Our nominated Governor for Looked After Children** is Paul Kaylow
2. We will support the Government's agenda for giving all looked after children the same life chances as any other child, in that we want them to: be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well being.

3. The Children Act 2004 places duty on us all as corporate parents to work together to promote the educational achievement of looked after children. We recognise that schools and teachers are at the very heart of this process so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable group.
4. We recognise our responsibilities as governors and teachers and we actively want to support the local authority in undertaking its statutory responsibility under Section 52 of the Children Act 2004. This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.
5. As a school we will ensure that the PP grant for LAC is spent to enhance the progress they make and to meet any individual needs that they may have.
6. As School Governors we are aware we can make a significant difference. We recognise that we have a key role and major influence to ensure that the needs of looked after children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.
7. As a governing body we will ensure our monitoring procedures will look closely at the progress that looked after children are making in our school and identify if there are barriers to their next steps of learning and progress, this will work in conjunction with their PEP.
8. We will establish an annual reporting cycle on the progress and performance of looked after children will be presented to the full governing body by our **appointed designated Teacher - Mrs Dawne Hunt**
9. As a governing body we will require our Designated Teachers to carry out the specific duties below in relation to the looked after children attending the schools. They will undertake the statutory guidance entitled **The Role and Responsibilities of the Designated Teacher for looked After Children 2009**
In this context the Designated (or suitably qualified delegated) Teacher will:
 - Become the central point of contact at each school for all professionals and agencies working with and supporting the individual looked after children we have on roll at each school, liaising with the virtual headteacher for the county.
 - Take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan. The PEP should be established within a 20 school working day period for any looked after children starting on roll. This to include the gradual addition and updating of further information over time e.g. attendance, attainment and progress results.
 - Attend relevant update training and cascade information for staff development and

- Updating regarding looked after children
 - Ensure that personal information is handled carefully and sensitively and that the child wishes and preferences are taken into account.
 - Establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews.
 - Provide support and sanctuary to help settle a looked after child into the school, and at other times; ensure the looked after child feels safe, knows who to trust and who to go to if they feel the need for support.
 - Ensure the transfer of records if a looked after child moves school
 - Provide written information to assist planning, reviews and reporting as required.
 - Seek and prioritise meetings with and referrals to appropriate external agencies in situations that require external support
10. In addition, we will require our school Teaching and Support Staff to assist in the implementation and support of this policy for looked after children by requiring all to:
- Ensure the appropriate sensitivities and confidentiality are maintained
 - Be familiar with and respond appropriately to requests for progress and/or attainment information in order to complete the PEP and other documentation necessary for reviews.
 - Respond positively to any request by a child to be the person they want to talk with
 - Ensure that no child in care becomes a victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated
 - Positively promote the self esteem of looked after children
 - Convey high aspirations for their educational and personal achievement.
11. As a governing Body we will endeavour to raise expectations for achievement of looked after children and encourage them to do well by combining high expectations and standards with inclusion
12. We will consider and set appropriately challenging targets and in so doing facilitate the appropriate resources in order to support the child to reach those targets.
13. We will monitor and evaluate the impact of our school provision, teaching and learning and support for looked after children. The annual reporting cycle will include the following key aspects of provision:
- The number of looked after children on roll
 - Attendance statistics for any authorised and unauthorised absence
 - Frequency, circumstance and reasons for any recorded exclusion
 - How they are performing in core subjects, their progress and any value added measure when compared to any baseline assessment
 - Frequency of them taking part in extra-curricular activities

- Attainment relative to the targets set in core and foundation subjects
- Provision arrangements for additional support identified to include 1:1 tuition at school and any externally added booster work provided in the care home.
- The quality and updating of the educational targets recorded in PEP

13 We are aware that Ofsted will consider the provision that we have and the formal report will include comments about the progress and support provided to these vulnerable young people.