



Malden Oaks
School & Tuition service

Making the **MOST** of every day

Looked After Children & Previously Looked-After Children Policy

Responsible: AMz

Date reviewed: Summer 2023

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Approval by: Senior Leadership Team

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1. Introduction

Malden Oaks has achieved the Attachment Aware Schools Award in recognition of its good practice in relation to students who are currently, or who have previously been looked after. We are an attachment aware and trauma informed school committed to promoting the education of looked after children and previously looked after children. We understand that these students' needs are best supported with high quality teaching from teachers they have been able to build positive relationships with, under a whole school approach that is attachment aware and trauma informed.

Malden Oaks focuses on what students can do and building their resilience. Through The 4 As; Attachment; Autonomy; Altruism and Achievement, we seek to support our students into developing into well rounded, resilient learners who are ready for the next stage of their education. Malden Oaks doesn't dwell on what went wrong yesterday and each student is afforded a fresh start every day where they can go on to experience or learn something new. Through emotion coaching, we support students to better understand their emotions and what their behaviour is communicating. We do not operate a rewards and sanctions system, rather, we focus on creating a positive and safe learning environment for our students where they can measure their own progress and we can recognise and celebrate their achievements with them. Positive relationships underpin all aspects of our practice.

Malden Oaks has a number of experienced and senior members of staff who support Looked After Children. Ayse Meliz oversees the support on offer across the various Malden Oaks sites as the Lead Designated Teacher but each provision has a LAC Lead, their contact details can be found below. Section 7 gives further details about the responsibilities of various staff.

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This policy takes account of:

- The LA's duty under section 52 of the Children Act 2004 to promote the education achievement of Looked After Children, now known as LAC.
- Promoting the Education of Looked after Children: Statutory guidance for local authorities July 2014 (updated 2018)
- The Education (Admission of looked After Children) (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*)
- Keeping children safe in education - Statutory guidance for schools and colleges September 2
- Working Together to Safeguard Children

- The designated teacher for looked-after and previously looked-after children - Statutory guidance on their roles and responsibilities: February 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf
- Promoting the education of looked-after children and previously looked-after children - Statutory guidance for local authorities: February 2018
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Malden Oaks Policies that might also be relevant are:

- [Safeguarding and Child Protection Policy](#)
- [Relationships and Communication Policy](#)

2. Definitions

Looked After Children (LAC) are:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subject of a care order (Section 31) or interim care order (Section 38)
- children who are the subject of emergency orders for their protection (Section 44 and 46)
- children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement. (Section 21)

Previously Looked After Children (PLAC) are those who have at one time in their lives been looked after by a local authority. They may have returned to their families or have been adopted.

Virtual schools exist nationally to champion the education of children in care and previously looked after children and support a wide range of partners. They are responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

Virtual school headteachers are local authority officer's 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. They are responsible for ensuring that the educational achievement of children looked after and previously looked after children is seen as a priority by everyone who has responsibility for promoting their welfare.

AfC Virtual School monitors the educational progress of all Kingston, Richmond and Windsor & Maidenhead children in care whether they attend schools in or out of borough, as if they were attending a single school. More information about Kingston & Richmond's virtual school can be found here <https://www.afcvirtualschool.org.uk/>

Looked after Children have termly **PEP- Personal Education Plan-** meetings. At Malden Oaks, LAC Leads chair these meetings, which are also attended by the student, carer, social worker, Virtual School and any other relevant stakeholders. The PEP is a record of the child's education and forms part of the overall Care Plan. It provides a clear and shared understanding about the teaching and learning provision to ensure their academic progress. The PEP document should

set clear objectives or targets which relate to academic achievement as well as out of school activities and wherever necessary any developmental targets. The PEP is also where the Pupil Premium funding for students is allocated. If a child moves school, the PEP should be forwarded, as a matter of urgency, to the new school when known.

In relation to Previously Looked After Children, although they no longer required a PEP, the Designated Teacher and LAC Lead should continue to consider their educational needs.

3. Education of Looked After and Previously Looked after Children

All students who attend Malden Oaks have faced barriers to their learning and had a disjointed experience through education. In addition to their social, emotional and mental health (SEMH) needs, they may have experienced a sense of rejection, had to say goodbye to friends and teachers they'd established positive relationships with and/or missed out on learning opportunities.

For students who fall into either LAC or PLAC categories, these circumstances may exacerbate an already difficult situation outside of school. These barriers to learning can lead to poorer outcomes for students in these categories and it is vital schools recognise the importance of ensuring these students are supported appropriately so as to be able to have the same opportunities and successes as their peers. Students in the LAC or PLAC categories are at greater risk of exclusion and becoming NEET.

Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being Malden Oaks takes this responsibility very seriously and is committed to ensuring that appropriate support is provided to students in these categories to ensure positive outcomes for them.

Support for these students and their carers/families is always personalised and child centred to ensure it is relevant, appropriate and effective.

We work closely with the Virtual School and other agencies to maintain existing positive relationships and make best use of any and all support available to these students.

4. Roles and Responsibilities

Headteacher	<ul style="list-style-type: none"> ● Identify a Designated Teacher for LAC and PLAC ● To support an attachment aware and trauma informed school, promoting high quality, inclusive teaching. ● Ensure cover arrangements are put in place should the Designated Teacher not be available to carry out these legal duties ● Ensure that procedures are in place to monitor and track the admission, progress, attendance (and suspensions/exclusions) of LAC and PLAC and that appropriate action is taken where outcomes fall below expectations ● Ensure that all staff receive relevant training and are aware of their responsibilities under this policy and related guidance ● Ensure that all staff are briefed on the regulations and practice outlined in this policy. These duties are delegated to the Designated teacher ● Allocate resources to meet the needs of LAC. ● Ensure the school's other policies and procedures support their needs.
Lead Designated Teacher	<ul style="list-style-type: none"> ● To act as an advocate for Children Looked After and Children Previously Looked After ● To champion an attachment aware and trauma informed school, promoting high quality, inclusive teaching. ● To ensure the school follows DfE Guidance on Exclusions for vulnerable children and understand the importance of school stability for this group. ● 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 et ● 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 Management Committee annually on the outcomes of Looked After Children. ● To attend Designated Teacher forum and training and disseminate this information to the wider school community and maintain a good knowledge of research recommendations for this group.

LAC/PLAC Leads	<ul style="list-style-type: none"> ● To champion an attachment aware and trauma informed approach , promoting high quality, inclusive teaching in their provision ● To act as an advocate for Children Looked After and Children Previously Looked After in their provision ● To ensure that the educational achievement of each looked after child in their provision is monitored, tracked, promoted and where relevant accelerated ● To track and monitor attendance of Looked After Children and Previously Looked After Children ● 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 students at PEP meetings and ensure these are implemented to a high standard and in time frame ● To have a good working knowledge of the SEND code of practice ● 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 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.
All Staff	<ul style="list-style-type: none"> ● To work within the framework of an attachment aware and trauma informed school. ● To ensure that LAC & PLAC students are supported sensitively and confidentiality is maintained. ● To support students with their emotional development through strategies such as emotion coaching ● 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

	<ul style="list-style-type: none"> ● To attend any training offered in relation to Looked After and Previously Looked After Children and apply techniques to include looked after and previously looked after children within the lessons and school community.
Management Committee	<ul style="list-style-type: none"> ● To ensure the Committee has a named member responsible for looked after children. It is currently Jill Braun ● To be aware of how many Looked After Children are on roll at our school- reported on in the termly Safeguarding Report ● 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 attachment aware, inclusive learning environment. ● Attend relevant training ● To annually review the effective implementation of this policy