



Birmingham Federation
Maintained Nursery Schools

Allens Croft Nursery School
Jakeman Nursery School
Shenley Fields Nursery School

Lillian De Lissa Nursery School
Newtown Nursery School
St Thomas Nursery School

Adderley Nursery School
Gracelands Nursery School
Highfield Nursery School

LOOKED AFTER CHILDREN (LAC) AND PREVIOUSLY LOOKED AFTER CHILDREN (PLAC) POLICY

Cluster:

Gracelands Nursery School
Jakeman Nursery School

Local Committee Approved: 08 December 2022

Full Governing Body Approved: 16 January 2023

Date Policy Adopted: 08 December 2022

Date for next renewal: Spring Term 2025

Chair of Governors: Sean Delaney

Executive Head Teacher: Samantha Richards

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Introduction

The Children and Social Work Act 2017 established 7 corporate parenting principles which must be applied:

- To act in the best interest and promote the physical and mental health and well-being of children.
- To encourage children to express their views, wishes and feelings.
- To take into account the views, wishes and feelings of children.
- To help children gain access to and make the best use of services provided by the local authority and its relevant partners
- To promote high aspirations and seek to secure the best outcomes for children.
- For children to be safe and for stability in their home lives, relationships and education.
- To prepare those children for adulthood and independent living.

The Guidance February 2018 introduced 3 key measures in order to improve multi-agency co-ordination and improve educational life chances for children in care:

- Designate Teachers for every school;
- Personal Education Plans for all children in public care. Now in a digital format E-PEP's from Jan 2015
- Previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

Transfer out of care

When children cease to be looked-after, their educational needs are unlikely to have changed significantly simply because their care status has changed. Although they will no longer be required to have a PEP, designated teachers will wish to consider what is best for continuity and meeting the child's educational needs. This will particularly apply to those who leave care through adoption, Special Guardianship or a Child Arrangements Order, where the designated teacher has a duty to promote their educational attainment. As part of this, designated teachers should maintain links with VSHs who must make advice and information available to them for the purposes of promoting the educational achievement of this group of previously looked-after children.

The Executive Head Teacher is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

UNICEF Rights Respecting School

Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Designated teachers for LAC and PLAC

Gracelands Nursery School: Samantha Richards (Executive Head Teacher) with daily responsibility designated to Gail Goldberg (Deputy Head Teacher)

Jakeman Nursery School: Samantha Richards (Executive Head Teacher) with daily responsibility designated to Janine Maidment (Nursery Manager)

Our schools have a Designated Governor for looked after children and previously looked after children

Roles and Responsibilities of the Designated Teacher

The Designated Teacher should:

- Be an advocate for children in public care
- Has the responsibility to promote the educational achievement of looked after children
- Update Governing Body termly
- When new to either school, ensure a smooth and welcoming induction for the child and carer and note any specific requirements
- Ensure that a Personal Education Plan is completed as soon as possible (within 10 days of their becoming looked after, wherever they are placed). This should be prepared with the child (if appropriate) and the carer, in liaison with the social worker/ LACES and other relevant support workers/agencies, and can be linked to the Care Plan meetings where these are in place.
- Where appropriate, the PEP should take account of any Individual Education Plan (IEP), EHCP, Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed concurrently with the Care Plan
- Keep PEPs and other records up to date, particularly in time to inform review meetings
- By the end of the third month in care, ensure baseline assessment form is completed and returned to LACES.
- Ensure that each child in public care has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher). In Early Years, this is likely to be their key person, however other adults may be chosen.
- Co-ordinate support for the child and liaise with other professionals and carers as necessary
- Ensure staff receive relevant information and training and act as an adviser to staff
- Ensure confidentiality for individual children and only share personal information on a need to know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible
- Ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive. The home-school partnership may be adapted to take into account any specific points around communication, transport arrangements and consent signatures
- Encourage children in public care to participate in extra-curricular activities and out of hours learning, where feasible
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new setting if and when the child transfers
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded

Roles and Responsibilities of all staff

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained
- Be familiar with the guidance on children in public care 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 setting
- As with all children, have high aspirations for the educational and personal achievement of children in public care
- Positively promote the self-esteem of children in public care

Training

The Executive Head Teacher and / or the designated teacher (where not the Executive Head Teacher) will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

Pupil Premium Plus (PP+) (February 2018 onwards)

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding.

This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers.

All pupil premium spending should take account of the specific needs of eligible pupils. Whilst there will be some overlap with needs of economically disadvantaged children who attract the pupil premium, looked-after and previously looked-after children's needs can be very different to others eligible for pupil premium. The extra funding provided by the PP+ reflects the significant additional barriers faced by looked-after and previously looked-after children. The designated teacher has an important role in ensuring the specific needs of looked-after and previously looked-after children are understood by the school's staff and reflected in how the school uses PP+ to support these children.

For looked-after children, PP+ funding is managed by the Virtual School Head (VSH) for the purpose of supporting their educational achievement. The VSH and schools, including the designated teacher, should work together to agree how this funding can most effectively be used to improve looked-after children's attainment. All PEPs should include information about how that looked-after child is benefitting from the use of PP+ funding to improve their attainment.

For previously looked-after children, PP+ funding is managed by the child's school. The amount a school receives is based on the number of eligible children recorded in the school's annual January School Census return to the Department for Education.