

# Highfield CE Primary School

## Looked After Children Policy



Approved by: The Governing body

Date: 15.03.25

Last reviewed on: 15.03.25

Next review due by: 15.03.26

## **Statement of Intent**

Educational achievement and subsequent life chances for LAC and PLAC are of real concern. Pupils who are looked after often require additional support and attention in order to improve their situation.

Highfield CE Primary School endeavours to provide positive experiences and offer stability, safety and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

**Our designated teacher for LAC is: Georgia Collins (DDSL)**

**In the event of absence, the designated teacher for LAC is: Mrs Rosie Walford (Headteacher)**

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2023) 'Working together to safeguard children 2023'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Home-school Agreement
- Anti-bullying Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Special Education Needs and Disabilities (SEND) Policy
- Social, Emotional and Mental Health (SEMH) Policy

## **Definitions**

**"Looked-after children (LAC)"** are defined as children who:

- In the care of a local authority, or
- Are provided with accommodation, for a continuous period of more than 24 hours under the Children Act 1989, sections 20 and 21.

- Are subject to a Care Order or Interim Care Order under the Children Act 1989, part 4.
- Are subject to a placement order.

“**Previously LAC (PLAC)**” are defined under the Children and Social Work Act 2017 as children who:

- A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
- A special guardianship order
- An adoption order

They appear to the governing board to have:

- Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
- 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 and guardians in respect of previously looked-after children.

## **Roles and Responsibilities**

The Governing Body is responsible for:

- Complying with their duties under legislation, having regard to [KCSIE](#) guidance and ensuring that policies, procedures and training in the school are effective and comply with the law at all times.
- Adopting a whole-school approach to safeguarding arrangements and child protection, ensuring it is central to the school’s processes.
- Holding the school to account on how it supports LAC and PLAC, including how the Pupil Premium+ (PP+) is used and their level of progress.
- Working with the LA to promote the educational achievement of registered pupils who are looked after.
- Ensuring the school has a coherent policy for safeguarding and promoting the welfare of LAC and PLAC.
- Reviewing the school’s policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring that there are no unintended barriers to the admission of LAC and PLAC either at normal transition or any other point of the school year.
- Appointing a designated teacher (DT), who is appropriately qualified to support the educational achievement of LAC.
- Ensuring the designated teacher for LAC and PLAC has access to appropriate training, resources and support.
- Ensuring that appropriate staff have the information they need in relation to each looked after child’s:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order).
  - Contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and PLAC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst LAC and PLAC.
- Ensuring LAC and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the annual report produced by the designated teacher to evaluate the progress of LAC in the school.
- Ensuring they receive feedback from the headteacher regarding the effectiveness of the policy on an annual basis.

The headteacher is responsible for:

- Appointing the designated teacher for LAC and PLAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board annually on the following:
  - The number of LAC and PLAC in the school
  - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of LAC and PLAC, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting LAC is a key priority.
- Ensuring PP+ for PLAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of LAC.
- Understanding the role of the VSH and working with them to promote the educational achievement of LAC and PLAC.

The designated teacher (DT) for LAC and PLAC is responsible for:

- Working with the VSH and social worker to:
  - Promote the educational achievement of LAC and PLAC.
  - Develop and implement their PEP.
  - Discuss how funding can be used to support the pupil's progress and meet the needs identified in their PEP.
- Contributing to the development and review of whole school policies affecting LAC and PLAC.
- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to LAC and PLAC.
- Taking lead responsibility for ensuring school staff understand what can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring LAC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that LAC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.
- Working with the headteacher to submit an annual report to the governing board, which details the progress of all LAC and PLAC.

The DSL's are responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH.
- Highlighting the importance of recognising and reporting safeguarding concerns regarding LAC and PLAC as soon as possible due to their increased vulnerability to harm.
- Keeping up-to-date contact details of their LA personal advisor, where a child becomes a care leaver, and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for LAC and PLAC.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PLAC.

Staff are responsible for:

- Keeping up-to-date contact details of their LA personal advisor, where a child becomes a care leaver, and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.
- Being aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Developing an understanding of the role of social workers, VSHs and carers, and how the PEP fits into the wider care planning duties of the LA looking after the pupil.
- Understanding the importance of involving the pupil's parents or guardians in decisions affecting their child's education.
- Being a contact for parents or guardians who want advice or have concerns about their pupil's progress at school.
- Being vigilant for any signs of bullying towards LAC and PLAC.
- Being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of LAC and PLAC.

The virtual school head (VSH) is responsible for:

- Ensuring that arrangements are in place to improve the educational experiences and outcomes of LAC placed within and outside the authority.
- Monitoring and evaluating the educational attainment and progress of LAC as if those children attended a single school.
- Ensuring that there are effective systems in place to:
  - Maintain an up-to-date roll of the LAC who are attending the school.
  - Gather information about the education placement, attendance and educational progress of LAC.
  - Ensure social workers, the DT, the school, carers and Independent Reviewing Officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating the pupil's PEP and how they help meet the needs identified in that PEP.
  - Ensure all LAC at the school have up-to-date, effective and high-quality PEPs that focus on educational outcomes.
  - Avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation.
  - Ensure the educational achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of LAC through the LA's corporate parenting structures.

**Governing Body and School commitment to enhanced support for LAC**

- The Governing Body and all staff will ensure that quality learning opportunities & education are provided for all our pupils.
- We will ensure equality of access to opportunities & learning outcomes for all.
- We aim to support all pupils in achieving across the five outcome areas of Every Child Matters, whatever their background or circumstances.

- At our school we recognise that Looked After Children can be especially vulnerable and are sometimes ‘at risk’ of failure in the learning context.

### **Aims for our Looked After Learners**

Our aims in supporting Looked After learners in our Schools are:

- To ensure all school policies & procedures are followed sensitively for LAC.
- To ensure that all LAC have access to a broad, balanced & stimulating curriculum.
- To provide personalised learning & curriculum appropriate to needs and ability.
- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for
- To support and monitor social progress; ensuring key adults prioritise respectful and responsive relationship building with individual children & provide appropriate support for social development within the peer group.
- To ensure that LAC pupils take as full a part as possible in all school activities.
- To ensure that Carers, Social Workers & Parents (as appropriate) of Looked After pupils are involved and kept fully informed of their child’s progress and attainment.
- To ensure that wherever possible Looked After pupils are involved in decisions affecting their learning, the plans for progress and future provision.
- To ensure that success is appropriately recognized and reinforced
- To ensure that any emerging concerns are followed up in a timely way with skill and sensitivity (eg changes in patterns of behaviour & attendance).

### **Admissions to Our Schools**

- The Governing Body supports Southampton LA’s approach to admissions giving Looked After Children the highest priority for admission to the identified school.
- Our schools will ensure Looked After Children are named as first priority within our school written admission criteria.
- Sometimes care placement changes lead to Looked After Children entering school mid-term or mid year. As necessary, we will give a positive welcome, plan entry, offer additional support and pre-entry visits to help pupils settle in school.

### **Inclusion and Allocation of Resources**

- Our policy recognises that all pupils are entitled to a balanced, broadly based, and stimulating curriculum and learning programme.
- For Looked After Children there can often be a need to develop learning opportunities emphasising personalised planning & planned inclusive approaches.
- The Governing Body will ensure our school makes all appropriate learning provision for LAC pupils. Resources are allocated to support LAC in line with this policy and with our wider school teaching & learning policies and good practice.

### **Monitoring the Progress of LAC**

- The Designated Teacher is responsible for ensuring progress for LAC pupils in school is monitored and supported via best practice guided by school policies for teaching and learning.

- We monitor and track the achievement and attainment of LAC pupils at regular intervals.
- We ensure that the statutory Personal Education Plan (PEP) processes are supported systematically delivered within appropriate timescales.
- Each PEP will be reviewed according to the needs of the pupil, but at least every 6 months (initiated by the Social Worker or Reviewing Officer).
- The pupils' views are actively and sensitively sought by the appropriate key partner (Designated Member of Staff, Social Worker, Carer, Education Caseworker).
- The views of the pupil and Carers are noted within the PEP Form and shared sensitively at the meeting. The pupil is as actively involved as possible in selecting appropriate targets and with decisions relating to school and learning (*see Appendix 3 – PEP Guidance*).

### **Record Keeping**

- Our Designated Member of Staff will coordinate record keeping for all LAC in school.
- Records will include individual learning plans, up to date progress & attainment records, PEP planning records and personalised information relating to care context as appropriate.
- LAC status is appropriately 'flagged' in school information management systems, ensuring information & planning records are readily available as required.
- We will ensure there is ready access to information and up to date contact details for Carers, Parents (where appropriate), & Social Worker.
- All appropriate records will be forwarded to receiving school promptly if there is a transfer to another school
- Sensitivity is a priority in sharing information with members of school staff team. We are guided by best practice and on the 'need to know'. Wherever possible pupils' wishes are taken into account in sharing information within the staff team.

### **Information Sharing**

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs.

Staff will be made aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes, as data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

If staff members are in doubt about sharing information and data protection legislation, they will be encouraged to speak to the DSL.

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of LAC and PLAC are understood and met. The arrangements set out will include:

- Who has access to information on LAC and PLAC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

School staff will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

The school will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

The school will ensure that copies of all relevant reports are forwarded to the social workers of LAC, in addition to carers or residential social workers.

The DT will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

The school will share their expertise on what works in supporting the education of LAC and PLAC.

The school will coordinate review meetings; for example, hold their annual review of LAC with their statutory care review.

## **Training**

The DT and other school staff involved in the education of LAC and PLAC will receive the appropriate training, including information about the following:

School admissions arrangements

- SEND
- Attendance
- Exclusions
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting pupils to be aspirational for their future education, training and employment
- Safeguarding

The governing board will ensure that staff are equipped with the skills, knowledge and understanding necessary to keep LAC and PLAC safe through training.

## **Safeguarding**

The school is aware that LAC and PLAC most commonly become looked after because of abuse and/or neglect and because of this, they can be at potentially greater risk in relation to safeguarding.

The school recognises that many LAC and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible.

Where a LAC or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community.

The headteacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of LAC and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over LAC or PLAC in line with the processes outlined in the Child Protection and Safeguarding Policy.

When there is reasonable cause to suspect that a LAC or PLAC is suffering or is likely to suffer significant harm, the school will collaborate in the multi-agency strategy discussion where appropriate to determine the pupil's welfare and plan rapid further action as necessary. The school's representative at any strategy discussion meetings will be

sufficiently senior, skilled and experienced, and authorised to make decisions on the school's behalf. Information and analysis about the pupil and their family will be provided as required.

Staff will be regularly encouraged to look for signs of bullying and report to the DT if they believe a LAC or PLAC is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

## **Mental Health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

The school is aware that LAC and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The school will support the DT in developing their knowledge, awareness, training and skills to support children with behaviour management and mental health.

The DT will work with the VSH to ensure school staff are able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and know how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst LAC and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

A strengths and difficulties questionnaire will be used on a termly basis to help social workers and other relevant professionals to form a view about LAC and PLAC's current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.

The school's senior mental health lead will work alongside the designated teacher to promote the wellbeing and mental health of LAC and PLAC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL.

The school will adhere to its SEMH Policy when responding to potential or explicit mental health issues amongst the LAC or PLAC cohort.

## **Suspension and Exclusion**

Past experiences of LAC and PLAC will be considered when designing and implementing the school's Behaviour Policy and Suspension and Exclusion Policy.

The school recognises that suspending or excluding LAC or PLAC can make them more vulnerable to harm due to not having the protection and opportunities school provides. When responding to incidents involving LAC and PLAC the school will show full regard to the DfE's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)'. The headteacher will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration.

Where the school has concerns about a LAC's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

As part of the termly review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion.

Suspension or permanent exclusion will only be used as a last resort. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Where a LAC is at risk of being suspended or permanently excluded, the school will engage with the designated teacher and the pupil's parents, or other individuals involved in the pupil's care. The designated teacher will contact the VSH as soon as possible to work together, and with other relevant individuals, to consider what additional assessment and support needs to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion.

The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

Where a LAC is excluded, the school will document the provision of immediate suitable education in the pupil's PEP.

### **Pupils with SEND**

In cases where pupils have an EHCP, the DT will work with the VSH to ensure that their EHCP works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the pupil's needs are being met. Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

The SENCO, class teacher, DT and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC.

The DT and the SENCO will ensure that LAC and PLAC with SEND are supported in line with the SEND Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for LAC, e.g. where LAC are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

### **Partnership Working**

- Our school values the views of Carers & Parents. We firmly believe in developing strong partnerships with Carers/Parents & Residential Care workers to enable pupils achieve their potential.
- We will develop close relationships and collaborative work to promote the learning and well being of individual children, both in and out of school.
- PEP meetings, other school liaison & consultation processes and informal day to day dialogue are all seen as good opportunities to enhance our partnerships.
- We recognise the essential contributions that external support services make in supporting Looked After Children. We commit to developing positive partnerships with all involved. Our partnerships with community partners are extensive; some of our key partners for Looked After Children include:-

*LAC Team (Social Workers, Family Support Workers, Education Caseworkers); Educational Psychologists; SEN Team; Behaviour Support; Learning Support; Other Local Authority Services; Medical Officers; School Nurses; CAMHS; Education Welfare Officers; Social Care Sessional Staff/Community Care worker/ Residential Care Staff; Youth Offending Service; Locality Team Workers; Independent Review Officers; Advocacy Services.*

### **Monitoring and Review**

*This policy was reviewed and agreed by the Governing Body : 19<sup>th</sup> March 2025*

## **APPENDIX 1 – WHO ARE LOOKED AFTER CHILDREN**

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. Looked After Children may fall into one of following groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 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).

The term ‘in care’ refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989; they may live with foster carers, in a children’s home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are ‘accommodated’ by the local authority under section 20 of the Children Act; they may live in foster care, in a children’s home or in a residential school. All these groups are said to be ‘Looked After Children’ (LAC). They may be Looked After by our Local Authority (LA), or may be in the care of another LA, but living in or attending a school in our LA.

## **APPENDIX 2 – PARTNERSHIP WITH LA LAC TEAM/VIRTUAL SCHOOL**

School & the Designated Member of Staff for LAC will develop positive partnerships with the Virtual School/LAC Team by:-

- Contributing to termly Designated Member of Staff Network meetings which involve sharing of good practice & information, CPD linked to the LAC context and valuable opportunities for Designated Member of Staff networking.
- Engaging in other relevant LA CPD programmes and following 'sign posts' provided to relevant training opportunities
- Accessing support via coaching, reflective practitioner support as requested or necessary
- Work with LA to ensure every LAC is placed on a school role as early as possible; certainly within 20 days of coming into care or being placed in Southampton
- Ensure every LAC has an up to date PEP, reviewed in line with best practice
- Collaboration to help Designated Member of Staff access Social Care Teams and multi-agency support (where necessary Virtual School/LAC Ed liaison as a conduit for information flow both ways, as appropriate)
- Seeking advice and support to find alternative approaches to exclusion within the LA for LAC 'at risk'; arranging 'first day' provision for 'last resort and unavoidable' fixed term exclusions
- Establish good working relationships, developing regular liaison routes between Designated Member of Staff and the Virtual School/LAC Ed Team; engaging in collaborative problem solving
- Taking a proactive approach in identifying SEN & additional needs; working collaboratively with LA in line with SEN Code of Practice to ensure needs are met
- Working with LA partners to provide smooth transitions between key stages, schools and providers, including mid-phase transfers & appropriate alternative provision

Our Designated Member of Staff and staff will work with the Virtual School/LAC Team to remain up to date on relevant issues relating to Looked after Children on a continuous and regular basis. The Virtual School/LAC Team provide support to school as appropriate, but the school will seek appropriate support from other teams (e.g. Behaviour Support Service, Educational Psychology, SEN Assessment Team, Learning Support Service, other advisors/specialists & provision, SALT, CAMHS)

N.B. Given the geographical barriers and vulnerability of 'Out of Authority' LAC, the role of Designated Member of Staff is again very important for those students placed to other LAs outside Southampton. The Virtual School/LAC Team of 'placing LA' should develop close links with Designated Member of staff, with visits and all appropriate phone/email support.

### **PEP GUIDANCE**

1. School/DT should receive a PEP Form from the case holding Social worker with the Personal Information Section and Section 3 (Social Care Key Information) pages completed
2. Complete the Education Sections of the PEP (Section 4 and appropriate parts of Section 5) in consultation with other partners as appropriate
3. Forward Section 3 (Carers' Views About the Young Person's School and Education) to Carer. Ensure it is returned to you in good time for the PEP Meeting
4. Review progress towards current Action Plan targets with colleagues in school and discuss the current Action Plan with child/young person. Use an appropriate consultation process to ensure meaningful information received from YP, in relation to his/her views of school and learning progress
5. Following iv), complete Section 1 'Young Person's Views about School'.
6. When appropriate, inform the School Nurse that the young person has entered public care or that a young person in care has joined the school
7. Keep the original completed PEP Form to use as a working document at the meeting and copies for all partners attending the meeting
8. Arrange for class teacher/tutor to accompany you to PEP meeting if necessary/appropriate

9. Ensure all details in Section 5 and the new/updated Action Plan are completed as soon as possible after the PEP meeting. Ensure this current fully completed PEP Form is circulated to all key partners Social Worker, Key School Staff (e.g. Class Teacher/Form tutor, Carer, LAC Team Education Caseworker), and added to YP's school file.
10. Completed PEP Form (including Action Plan) forwarded to Reviewing Officer (by Social Worker) for Statutory Care Plan Review Meeting
11. Consider holding the PEP/IEP/SEN Statutory Review Meetings together for efficiency and to avoid duplication

### **PEP content**

The PEP will address the pupil's full range of education and development needs, including:

- Access to nursery provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

The VSH and the DT will ensure that information is included within a LAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment. Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

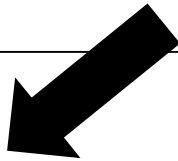
## APPENDIX 2 – PEP GUIDANCE CONTINUED

### Process for Initiating and Reviewing PEP

PEP INITIATED BY SW WITH SCHOOL/DESIGNATED MEMBER OF STAFF. PEP COMPLETED WITHIN 14 WORKING DAYS (FROM NEW EVENT) YP INVOLVED PEP ACTION PLAN WRITTEN UP



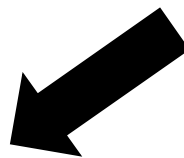
INITIAL LAC STATUTORY REVIEW WITHIN 28 DAYS. PEP ACTION PLAN DISCUSSED AT REVIEW WITH IRO. ACTIONS BUILT INTO CARE PLAN YP CONSULTED RESHARING PEP INFORMATION IN LAC STATUTORY REVIEW



CURRENT ACTION PLAN IMPLEMENTED. ONGOING ACTIONS SUPPORTED BY ALL PARTNERS. SW, DESIGNATED MEMBER OF STAFF & CASEWORKER MONITOR PROGRESS & SUPPORT STRATEGIES. INTERIM PEP MEETING ORGANISED AS NECESSARY



2<sup>nd</sup> LAC STATUTORY REVIEW 3 MONTHS AFTER INITIAL STATUTORY REVIEW. IRO CHECKS PEP ACTION PLAN IS BEING IMPLEMENTED



PEP REVIEW ARRANGED BY SCHOOL & SW. MEETING HELD PRIOR TO 6 MONTHLY LAC STATUTORY REVIEW. YP INVOLVED IN PLANNING (PEP REVIEW TIMESCALE FOLLOWS AT 6 MONTHLY INTERVALS, OR EARLIER IF NECESSARY)



3<sup>rd</sup> LAC STATUTORY REVIEWS HELD. SUMMARY OF PEP REVIEW MEETING DISCUSSED IRO CHECKS PEP ACTION PLAN