AYLSHAM LEARNING FEDERATION

POLICY FOR CHILDREN IN CARE & PREVIOUSLY LAC

Policy Reference:	KG/Policy for Children in Care & Previously LAC	Review Frequency:	Annual
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Ratified by the Governors' Curriculum, Assessment and Attainment Committee on: 17.11.2027

Signed: .....

Chair

Aim:

To promote the educational achievement **and welfare** of children in care **(CiC)** and **children** previously looked after **(CPiC)** on the roll of Aylsham Learning Federation. This policy is informed by the Department for Education (DfE) document: 'The Designated Teacher for Children in Care and Previously looked After Children. Statutory guidance on their roles and responsibilities' **(2018), Section 20 of the Children and Young Persons Act 2008, and Norfolk Virtual School guidance**.

The senior designated teacher for children who are in care and children previously in care at Aylsham High School is Kathryn Garnham, Deputy Headteacher (who also holds the strategic roles of SENCO and Designated Safeguarding Lead), and at Bure Valley School and John of Gaunt Infant and Nursery School, Jamie Olney, Headteacher (supported by the respective primary phase SENCO and DSL). Clear deputy cover arrangements are established across each setting to ensure support is maintained should a designated teacher be unavailable.

A Children In Care Officer also supports students who are in care at Aylsham High School , acting as the primary front-line point of contact for families, carers, and external professionals.

The governor with special responsibility for children who are in care and previously in care is Kate Smith.

At Aylsham Learning Federation in care and previously looked after children, (school admission forms capture previously looked after children), have excellent educational provision and are prioritised for additional support through school-based interventions to achieve as well as possible.

We know our children well and recognise that our Federation plays a vital role in providing a stable base and in promoting their academic, social and emotional development. We are committed to whole Federation staff training, so that all adults in this Federation are sensitive to possible barriers to learning, **attachment difficulties, and trauma,** and are

able to support the children discretely and confidentially, **and effectively** as needed. We understand the need to work in an **attachment-aware and** 'relationship-based' way so that children and young people feel valued **and secure** as part of our school community.

We champion the needs of children in care and previously looked after children to ensure they make rapid educational and social progress while on the roll of this Federation and enjoy their learning.

Our aims for children in care and previously looked after children:

- We provide a safe and secure environment where educational progress**, emotional well-being,** and stability is central to the planning and all adults understand the specific needs of these children and young people.
- We have high expectations and will support children and young people to ensure accelerated and rapid progress from starting points.
- We ensure they benefit from school-based interventions, even if they do not meet the **standard** criteria for that intervention (DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018) and will use the allocated Pupil Premium Plus (PP+) **funding** to ensure effective impact.
- The personal education plan (PEP) for children in care is reviewed and updated **termly via the Norfolk Virtual School electronic ePEP system** in accordance with Virtual School and statutory guidance and the voice of the child is central to the plan which contains SMART targets and all information needed to support the children and young people to make progress. The **e**PEP is recorded**, aligned with any EHCP where relevant,** and shared with key people within the school to ensure targets can be supported and achieved.
- All adults provide sensitive, child-led support, adopting an **attachment-aware and** relationship based approach and there is at least one key adult with whom the child or young person has a trusted relationship and who acts as an advocate for them and takes a special interest in their progress in all school activities.
- Children in care will be advantaged within Federation policies and procedures, with their needs explicitly considered and provided for (DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.).
- Our behaviour for learning policy maintains clear boundaries and expectations and promotes an inclusive**, trauma-informed,** and positive school ethos. We will promote inclusion and attendance and prioritise **the prevention and** reduction in exclusion **and suspensions**.

The Executive Headteacher will:

- Ensure there is a designated teacher (DT) for children in care and previously looked after children **across each setting** and that there are clear arrangements in place should the DT be unavailable for any reason.
- Ensure there are **robust** procedures to monitor admission, progress, attendance and exclusion**/suspension rates** of children in care and previously looked after children and take **swift** action where these are below expectations.
- Ensure everyone receives the necessary training and support to fulfil their responsibilities in respect of statutory guidance including **ongoing whole-staff** training on **attachment,** trauma**-informed practice, and confidentiality**.

• Ensure the designated teacher has **appropriate capacity and** training opportunities, including time away from timetable commitments to acquire and remain updated with the skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN.

The Governing Board will:

• Remain updated in respect of statutory guidance and local and national best practice **including Norfolk Virtual School operational processes**.

• Ensure that the Federation policies and procedures are inclusive and **explicitly** recognise **and provide for** the needs of children in care and previously looked after children.

• Have a named governor **for CiC and CPiC** and support the Executive Headteacher and designated teacher to ensure the needs of children in care and previously looked after children are recognised, understood and met.

• Confirm that the designated teacher has the appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others and can influence decisions about the teaching and learning needs of looked-after and previously looked-after children.

• Request and review **an annual report and regular monitoring** information which allows scrutiny of:

– Numbers of children in care and previously looked after children **on roll across the Federation**.

– **Academic** progress and attainment including attendance and exclusion **/suspension data**.

– Destinations when leaving school **for leavers departing the Federation**.

– **The deployment and educational impact of Pupil Premium Plus (PP+) funding.**

The Designated Teacher will:

• Be the champion for children in care and previously looked after children **across the school setting**.

• Ensure any **phase, key stage, or school** transition is well supported using the **e**PEP meeting **framework** to facilitate the process.

• For children in care children, ensure an **e**PEP meeting takes place each term in accordance with **Norfolk** Virtual School and statutory guidance, is child centred and includes SMART targets, aligning with the EHCP where relevant.

• Agree with the young person an identified member of staff as a point of contact **and advocate**.

• Track the progress across the curriculum using **tracking** data, teacher reports**, work scrutiny, and attendance records**.

• Ensure the **educational impact of** PP+ **funding** can be evidenced **(working via the ePEP for CiC, and consulting with parents/guardians for census-allocated CPiC PP+ funding)**.

• Actively encourage parents and guardians of children previously in care to self-declare their status prior to the annual October School Census to secure appropriate PP+ funding allocations.

• Ensure effective communication with the **Norfolk** Virtual School **and local authority social care teams**.

• Contact the Norfolk Virtual School immediately (via our allocated Virtual School Link) if a child in care is at risk of suspension or permanent exclusion to ensure multi-agency support and preventative strategies are implemented prior to taking final action.

• Develop expertise in attachment theory, **and** trauma informed practice**, and emotional well-being interventions**.

• Ensure seamless coordination between the DT, DSL, and SENCO roles (and with primary setting SENCOs/DSLs) to maintain robust, joined-up safeguarding and SEND provision.

• Promote a school culture which is supportive, relationship-based and has high expectations for children in care and previously looked after children and ensure appropriate training and support is available and accessed.

• Regularly report to the Executive Headteacher and Governing Board on the attainment of children in care and previously looked after children and school resource and staff training needs for working with this group.

• Be available and take time to get to know the children in care and previously looked after children.

• Understand the young people's experience of being in care and that their past will affect their present, even if they do not notice.

All staff in the Federation will:

• Read **and adhere to** this Federation policy.

• Attend relevant training **on trauma, attachment, and inclusive practice**.

• Recognise that children in care and previously looked after children are everybody's business **and responsibility**.

• Know any targets which link to their subject areas **or key stage** and provide the **classroom** support outlined in the **e**PEP.

• Know when to seek advice and support from the designated teacher **or SENCO**.

Linked Policies:

• SEND and inclusion policy

• Admissions policy

• Attendance policy

• Single equality scheme

• Behaviour for learning policy

• Safeguarding **and child protection** policy