KINGSBURY SCHOOL

Looked After Children (LAC) Policy 2025-2026

LOCAL LEVEL POLICY

REFERENCE NO:		DATE PREPARED: March 2025	DATE REVIEWED/REVISED: May 2026
Policy compiled by: Helen Hurley			Approved by the Local Governing Body: Signed: K Spencer Date: June 2026
Signed: M. Clarke On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: May 2027			

Date	Notes
17th March 2025	Policy created
11 April 2025	Policy approved by LGB
May 2026	Policy reviewed by H Hurley (DSL), no amendments made.

Kingsbury School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

1. As Governors and teachers of Kingsbury School, we aim to:

- make a real difference in helping to provide the best possible education for care experienced –formerly known as looked after (LAC) and previously looked after (PLAC) - children as much as any other;
- seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place;
- be fully inclusive and to challenge negative views and stereotypes;
- develop co-production through offering support to and working with their foster carers and relevant local authorities on how to assist the young person's learning and enhance educational opportunities.

2. We will support the Government's agenda for giving all care experienced 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 and the statutory guidance Promoting the education of looked-after and previously looked-after children 2014, (updated 2018) place duty on us to work together to promote the educational achievement of care experienced 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. We are highly ambitious for these young people, knowing that securing the best possible progress for them will greatly enhance their life chances.

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 school Governors and staff 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 care experienced children are considered at the improvement planning and policy level through to monitoring and evaluation of the outcomes.

6. As a governing body we will require our Designated Teacher to carry out the specific duties below in relation to the care experienced children attending this school.

7. We will require our appointed Designated Teacher to undertake the recommendations concerning their role and responsibilities set down in the statutory guidance entitled Designated teacher for looked-after and previously looked-after children 2009 (updated Feb 2018).

In this context the Designated Teacher will:

- become the central point of contact at this school for all professionals and agencies working with and supporting the individual care experienced children we have on roll;
- 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 (PEP). The PEP should be established within twenty school working days for any care experienced child 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 care experienced children;
- ensure that personal information is handled carefully and sensitively and that the child's 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 care experienced child into the school, and at other times; ensure that the care experienced 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 care experienced 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.
- Operationally, care experienced children's cases will be handled between the Designated Teacher and the SENCO.

10. In addition, we will require our school Teaching and Support Staff to assist in the implementation and support of this policy for care experienced children by requiring all staff to:

- ensure the appropriate sensitivities and confidentialities are maintained;

- be familiar with, and respond appropriately to, requests for progress and/or attainment information in order to compile 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 care experienced becomes the victim of stigmatisation at any time and that any such attitudes are swiftly reported and addressed;
- 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 for care experienced children and encourage them to do well by combining high expectation 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 care experienced children. The annual reporting cycle informs on the following key aspects of provision:

- the number of for care experienced children on roll;
- attendance statistics for any authorised and unauthorised absence;
- the frequency, circumstance and reasons for any recorded exclusion;
- how they are performing in core subjects, their progress and any value added measure when compared against initial baseline assessment;
- the frequency of them taking part in extra-curricular activities;
- the attainment relative to the targets set in core and foundation subjects;
- the 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 the PEP.

14. We are aware that the OFSTED inspection framework will consider the provisions that we, as a whole school, have put in place to support for care experienced children. We understand that a judgement will be made within the OFSTED framework in terms of how far this school is able to support for care experienced young people. The formal report will include comments about the progress and support provided to these vulnerable young people.

15. At Kingsbury School, the designated safeguarding lead is also the designated teacher for care experienced children. This group is extremely vulnerable, the most common reason for children entering Care is as a result of abuse and/or neglect and the school is aware of the need to monitor the welfare and ensure the support of children in this category.

16. The designated safeguarding lead has details of the of the legal status of each individual child in care's arrangements and what the contact arrangements are with birth parents or those with parental responsibility. They will also know the levels of authority delegated to the carer by the authority looking after him/her.

17. The designated teacher will work with the virtual school head and the child's social worker to discuss how funding can be best used to support the progress of care experienced children in the school and meet the needs identified in the child's personal education plan and to ensure their safety and security.

18. As a significant proportion of children in care have special educational needs and/ or disabilities, and a proportion have an EHCP, our SENCO will be closely involved with the provision for this group.

The name of our appointed Designated Governor is: Kate Spencer

The name of our school's Designated Teacher is: Mrs Helen Hurley, Assistant Headteacher.