



*'Loving to Learn, Learning to Love'*



## **Policy for the Education of Children in Care**

St Mark's CE Primary School has adopted the Stoke-on-Trent Model Policy for The Education of Children in Care.

**Last Approved:** March 2025

**Review Date:** March 2027

## 1. Introduction

To promote the educational achievement and welfare of Looked After and Previously Looked After Children within St Mark's CE Primary School

## 2. Rationale

Looked After and Previously Looked After Children (LAC and Pre-LAC) often experience disrupted learning, missed schooling, and may have special educational needs. Their prior experiences can create significant barriers to learning.

The statutory guidance, *The Designated Teacher for Looked-After and Previously Looked-After Children* (DfE, 2018), extended the role of the Designated Teacher to include Previously Looked After Children, recognising that their educational needs do not significantly change upon leaving care. Attainment data shows that LAC and Pre-LAC underperform compared to their peers. Our school aims to close that gap by prioritising their educational success.

Our school approach is based on:

- High expectations and prioritisation of education
- Listening to the pupil's voice and advocating for them
- Promoting attendance and reducing exclusions
- Supporting transitions between classes and schools
- Early intervention and targeted support
- Promoting inclusion and challenging attitudes
- Ensuring stability and continuity
- Supporting health and well-being
- Collaborating with carers, social workers, Virtual Schools, and professionals
- Responding to individual developmental needs

## 3. Definitions

For the purposes of this policy:

- **Looked After Children (LAC):** Children under local authority care (as per Children Act 1989 or Social Services and Well-being (Wales) Act 2014).
- **Previously Looked After Children (Pre-LAC):** Children who were previously in care but are now adopted, under special guardianship, or a child arrangements order.

Schools must verify Pre-LAC status using statutory definitions.

## 4. Duties and Responsibilities of the Governing Body

- Appoint a nominated Governor for LAC and Pre-LAC.
- Ensure the Designated Teacher has appropriate experience and training.
- Review policies to support this cohort.
- Monitor Ofsted requirements regarding LAC and Pre-LAC.
- Allocate resources to support appropriate provision.
- Monitor academic progress annually.
- Ensure priority admission for LAC and Pre-LAC.
- Oversee Pupil Premium+ spending.
- Reduce exclusions and out-of-school time.
- Support leadership and staff in meeting the needs of LAC and Pre-LAC.

Receive a report once a year setting out as a minimum:

1. The number of LAC and Pre-LAC pupils enrolled.
2. Their attendance rates compared to non-LAC pupils.
3. Their EYFS/KS1/KS2/GCSE performance compared to peers.
4. Their attainment and progress.
5. PEP completion rates and Pupil Premium+ allocation.
6. The number of fixed-term exclusions, if any.
7. Destinations of pupils who leave the school.
8. Data collection methods ensuring anonymity and confidentiality.

## **5. Duties and responsibilities of the Headteacher and Deputy Headteacher**

- Appoint a trained Designated Teacher.
- Monitor admission, progress, attendance, and exclusion of LAC and Pre-LAC.
- Ensure staff receive appropriate training.
- Provide careers advice tailored to the interests and talents of LAC and Pre-LAC.

## **6. The Role of the Designated Teacher for LAC and Pre LAC**

Government Guidance states that the Designated Teacher must be 'someone with sufficient authority to make things happen, who should be an advocate for Looked After Children, assessing services and support, and ensuring that the school/academy shares and supports high expectations for them' -Promoting the Education of looked-after and previously looked-after children. DfE Statutory Guidance 2018.

The Designated Teacher for LAC and Pre LAC will;

- Advocate for LAC and Pre-LAC.
- Be a key contact for carers and professionals.
- Track academic progress and liaise with the SENCo.
- Develop and implement Personal Education Plans (PEPs).
- Promote a culture of high aspirations.
- Ensure school policies reflect the needs of LAC and Pre-LAC.
- Lead on Pupil Premium+ allocation.
- Provide training and guidance to staff on the specific needs of LAC and Pre-LAC.

## **7. Duties and Responsibilities of all Staff**

All our staff will:

- Hold high aspirations for LAC and Pre-LAC.
- Provide a supportive and inclusive environment.
- Listen to and advocate for pupils.
- Promote stability and prevent bullying.
- Work in a developmentally appropriate manner.
- Implement trauma-informed teaching strategies to support learning.

## **8. Special Educational Needs**

- Research indicates that up to 70% of LAC have special educational needs (SEN), often accompanied by social, emotional, and mental health challenges arising from past trauma, attachment difficulties, or PTSD.
- Some LAC may enter care with undiagnosed SEN.
- The school is committed to early identification and timely intervention through robust assessment processes.
- Through the PEP process, the school ensures that undiagnosed SEN are assessed and addressed promptly via the SEND framework.

- Staff receive training on understanding trauma, attachment, and mental health needs.
- The SENCo and Designated Teacher work collaboratively to ensure targeted support for LAC and Pre-LAC.

This policy will be reviewed annually to ensure it remains effective and in line with statutory guidance.

## 9. Other Related Policies

- Behaviour Management Policy
- Single Equality Scheme and Accessibility Plan
- SEND Policy

Signed by Designated Teacher for CIC: .....

Date: March 2025

Signed by Co-Chair of the Local Governing Board: .....

Date: March 2025