Fareham Academy

Looked After Children and Previously Looked-After Children Policy

September 2026

Date Approved:	**Sept 26**	Review Date:	**Sept 27**	Approved by:	**The Trust Board**

Fareham Academy recognises that, in partnership with Hampshire County Council, Portsmouth City Council, Southampton City Council and other relevant local authorities across the United Kingdom, we have a special responsibility to safeguard and promote the welfare and educational achievement of looked-after and previously looked-after children, regardless of which local authority is responsible for their care.

1. Aim

   To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

   To support our Looked After Children and Previously looked-after children and give them access to every opportunity to achieve to their potential and enjoy learning.

   To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children and Previously looked-after children, by asking the question, 'Would this be good enough for my child?'

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher for Looked After Children and Previously looked-after children who will act as their advocate and co-ordinate support for them.

- Nominate a school trustee to ensure that the needs of Looked After Children and Previously looked-after children in the school are taken into account at a school management level and to support the Designated Teacher.

- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children and Previously looked-after children.

- Support the in-year admission proposal for September and ensure that Looked After Children and Previously looked-after children are swiftly admitted into our school setting to help reduce to a minimum any gaps in their education. These changes are in response to the recommendations made in the Children in Need Review and the Domestic Abuse White Paper

2. <u>Definition of a child in care</u>

   The term Children Looked After has a specific legal meaning based on the Children Act. A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours, in the circumstances set out in sections 20 and 21 of the Children Act 1989, or is placed in the care of a local authority by virtue of an order made under part IV of the Act.

The majority of children who are looked after by the local authority are placed with foster carers as it is believed to be best for children to live within a family environment. For some children however, residential care may be more appropriate.

Definition of a Previously Looked-After Child

Previously looked-after children are those who are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well- being (Wales) Act 2014) because they are the subject of:

- an adoption
- special guardianship or
- child arrangements order; or

were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

The majority of children who are looked after by the local authority are placed with foster carers as it is believed to be best for children to live within a family environment. For some children however, residential care may be more appropriate.

3. Responsibility of the Designated teacher will:

Maintain an up to date record of all Looked After Children and Previously looked-after children who are on the school roll. This will include:
- Status i.e. care order or accommodated.
- Type of Placement i.e. Foster, respite, residential.
- Name of Social Worker, area office, telephone number.
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
- SEN Code of Practice
- Child Protection information when appropriate.
- Baseline information and all test results.
- Attendance figures
- Exclusions

• Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans, Transition Plan, Pastoral Support Programme.

• Ensure that someone, when invited, attends Childrens Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.

• Where necessary liaise with the Virtual School for Looked After Children and Previously looked-after children on a regular basis with regard to the performance, attendance and attainment of Looked After Children and Previously looked-after children.

• Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

• Ensure that systems are in place to identify and prioritise when Looked After Children and Previously looked-after children are underachieving and have early interventions to improve this in line with existing school policy.

• Ensure that systems are in place to keep staff up to date and informed about Looked After Children and Previously looked-after children where and when appropriate.

• Ensure that Looked After Children and Previously looked-after children, along with all children are listened to and have equal opportunity to pastoral support in school.

• Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children and Previously looked-after children.

• Report to the Trust Board annually on the performance of the Looked After Children and Previously looked-after children who are on the roll of the school.

4. Responsibility of the Trust Board

- Support the local authority in its statutory duty to promote the educational achievement of Looked After Children and Previously looked-after children
- Identify a nominated Trustee for Looked After Children and Previously looked-after children and ensure that the Trustee is fully aware of the legal requirements and guidance on the education of Looked After Children and Previously looked-after children
- Ensure the Academy has an overview of the needs and progress of Looked After Children and Previously looked-after children
- Allocate resources to meet the needs of Looked After Children and Previously looked-after children
- Ensure the Academy's other policies and procedures support their needs

The Trust Board will:

- monitor the academic progress of Looked After Children and Previously looked-after children, through an annual report (see below).

- ensure that Looked After Children and Previously looked-after children are given top priority when applying for places in accordance with the Academy's oversubscription criteria.
- work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After Children and Previously looked-after children achieve and enjoy their time at the Academy, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities.
- support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children and Previously looked-after children are recognised and met.
- receive a report once a year setting out:
    1. The number of looked After students on the Academy's roll (if any).
    2. Their attendance, as a discreet group, compared to other students.
    3. Their SATS scores, GCSE results, Attainment 8 scores, Progress 8 scores and other qualifications achieved, as a discreet group, compared to other students.
    4. The number of fixed term and permanent exclusions (if any).
    5. The destinations of students who leave the school.
    6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.

5. The responsibilities of staff

All our staff will:

- have high aspirations and monitor progress for the educational and personal achievement of Looked After Children and Previously looked-after children, as for all students.
- maintain Looked After Children and Previously looked-after children's confidentiality and ensure they are supported sensitively.
- respond positively to a student's request to be the named member of staff whom they can talk to when they feel it is necessary.
- respond promptly to the Designated Teacher's requests for information.
- work to enable Looked After Children and Previously looked-after children to achieve stability and success within the school.
- promote the self-esteem of all Looked After Children and Previously looked-after children.
- have an understanding of the key issues that affect the learning of Looked After Children and Previously looked-after children.

Appendix 1: Hampshire CC Protocol form to be completed to ensure the Best Education Provision for Looked After Children and Previously looked-after children (LAC)

ORIGINATING AUTHORITY:		**RECEIVING AUTHORITY:**	

CHILD'S SURNAME:		**CHILD'S FORENAME:**	

DOB:						**GENDER:**	
YEAR GROUP:						**LAC START DATE:**	
CHILD PROTECTION REGISTER:			**YES**		**NO**		**LEGAL STATUS:**
STATEMENT:	**YES**		**NO**		**TYPE (**BESD**, Learning, etc.):**		
SOCIAL WORKER:							
TEL:				**EMAIL:**			

DETAILS OF CARE PLACEMENT

DATE OF THE START OF CURRENT CARE PLACEMENT:			
NAME OF CARER OR ESTABLISHMENT:		**PLACEMENT TYPE** e.g. Foster Care / Adoptive / Residential / Other	
ADDRESS: **POSTCODE:** **TEL:**			

DESCRIBE THE SERVICE THAT CARE PLACEMENT HAS BEEN CONTRACTED TO DELIVER: (please specify below)				
IS EDUCATION PROVIDED ON SITE?	**YES**		**NO**	
THERAPEUTIC SUPPORT:	**YES**		**NO**	
OTHER HEALTH RELATED SUPPORT:	**YES**		**NO**	
Please describe:				

PREVIOUS SCHOOL/EDUCATION PROVISION

NAME: **ADDRESS & POSTCODE:** **TEL:**	
Date previous school placement / education provision ended:	
Reason for leaving previous school / education provision:	
Date previous school placement / education provision ended:	
Reason for leaving previous school / education provision:	
PLEASE PROVIDE THE FOLLOWING KEY EDUCATIONAL INFORMATION:	
• Brief description of needs and concerns (if applicable):	
• Latest performance data in English, Maths and Science:	
• Any behavioural information key to a successful integration:	

IS THE CHILD UNDERGOING STATUTORY ASSESSMENT?	**YES**		**NO**	
DOES THE CHILD HAVE A CURRENT PEP?	**YES**		**NO**	
DATE OF LAST PEP / PEP REVIEW:				

NEW SCHOOL/EDUCATION PROVISION

NAME: **ADDRESS & POSTCODE:** **TEL:**				
HAS THE COUNTY ADMISSIONS TEAM BEEN	**YES**		**NO**	

CONTACTED?				

COMPLETED BY (name & role): _____

DATE: _____