DJANOGLY CITY ACADEMY

Looked After & Previously Looked After Children (Children in Care)

Policy 2025-27

Key Contacts 3
Introduction 3
Purpose & Aims 3
Admission Arrangements 4
Responsibilities 4
The Governing Body 4
Head of School 4
Designated Teacher 4
Personal Education Plan (PEP) 5
Record Keeping and Information Sharing 5
Suspensions (Exclusions) 5
Staff Development and Training 6
Home-School Liaison 6
Links with Other Agencies 6

Policy Consultation and Review

This policy is based on the Department for Education's (DfE's) statutory guidance

- Designated teacher for looked-after and previously looked-after children - GOV.UK
- Keeping children safe in education 2025
- Working together to safeguard children - GOV.UK

This policy is also based on the following legislation

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Key Contacts

Designated LAC Teacher	Remini Page	Email: R.Page@djanogly.notts.sch.uk
Senior Designated Safeguarding Lead (DSL)	Shanna Regan	Email: S.Regan@djanogly.notts.sch.uk Tel: 07597798969
Deputy Designated Safeguarding Lead (DDSL)	Katie Newton	Email:K.Newton@djanogly.notts.sch.uk

Introduction

Djanogly City Academy recognises that all children are entitled to a balanced, broad-based curriculum and aims to promote the educational achievement and welfare of scholars in public care. We believe that the educational experience of all children should be positive and powerful and should provide a learning environment in which every looked after child (LAC) can be successful.

Local authorities have a duty under section 22 of the children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement. They must, therefore, give particular attention to the educational implications of any decision about the welfare of those children.

This includes children who were previously looked after who have been placed for adoption, under special guardianship or subject to a child arrangements order.

This policy uses the term looked after children (LAC) to apply to those currently looked after or previously looked after in line with government definitions.

The Academy and Governing Body endorses Nottingham City Council and welcomes looked after children who may be looked after by our local authority or those who may be in the care of another authority but living in Nottingham City.

Purpose & Aims

Djanogly City Academy's approach to encouraging and supporting the educational achievement of LAC is based on the following principles:

- Ensuring that our curriculum is fully inclusive so that all children have equal opportunities to succeed
- Listening to the child and understanding their views around education

- Working closely with home (foster carer or care home manager), voluntary, and statutory agencies including their social worker and virtual school's officer. Ensuring that swift action is taken when necessary to safeguard LAC scholars.
- Promoting attendance, through a programme of early intervention, priority action, reducing suspensions and promoting stability within a positive learning environment
- Identifying need, including social and emotional as well as learning needs or high ability skills.
- Targeting support, including accessing resources from other agencies
- Having high expectations.

Admission Arrangements

The choice of education setting is based on what any good parent would want for their child. It should be based on evidence that the setting can meet the education needs of the child and help them make maximum progress. Education provision should mean a fulltime place.

We recognise that due to care arrangements LAC may enter school mid-term and that it is important that they are given a positive welcome and where appropriate support and preentry visits to help them settle. The school recognises that LAC are an 'excepted group' and will prioritise LAC in the schools' over subscription criteria as per current guidance in the Admissions Code. Full admission criteria is in our Admission Policy.

Responsibilities

The Governing Body

- Ensure that Djanogly City Academy allocates resources, including professional time and expertise, to support appropriate provision for LAC
- Ensure that there is a Designated Lead Teacher for LAC and they have access to the appropriate information they need such as the child care arrangement orders.
- Ensure that LAC are given priority in the Admission Policy and process

Head of School

- Ensure that the Designated Lead Teacher has access to appropriate training
- Ensure that the Designated Lead Teacher has appropriate time and resources to fulfil their duties
- Report regularly to governors

Designated Teacher

- Ensure that LAC are welcomed into the Academy and that necessary meetings are held and arrangements are put in place to ensure their needs identified and met. This may include providing basic equipment and resources if necessary and providing appropriate support including providing school uniform if needed
- Promote a culture that takes account of the child's views according to age and understanding, identifying, and meeting their educational needs.
- Take a lead role in establishing a Personal Education Plan (PEP) for all LAC and uploading on to the local authority Portal (Welfare Call)

- Monitor the use and impact of pupil premium plus (PP+) funding. The PP+ allocation is for the benefit of the school's cohort of looked after or previously looked after children and should be used according to children's needs. The guidance states that it is not a personal budget for individual children, however, Virtual School Heads and schools may choose to allocate an amount of funding to an individual to support their needs.
- Monitoring school attendance and collaborating with the attendance lead to ensure that LAC attend school regularly and support is put in place if barriers to their learning occur.
- Provide a record of expenditure for pupil premium plus funds and reviewing this each term
- Maintain up to date records and ensure that all necessary information is shared with other staff/agencies as required
- Monitor and track the progress of LAC and intervene if there is evidence of under individual achievement
- Act as advocate for the LAC in school
- Liaise with teaching and non-teaching staff, including person responsible for safeguarding, to ensure they are aware of any difficulties and disadvantage that LACs may face
- Establish and maintain regular contact with home, statutory and voluntary agencies
- Attend Personal Education Plan review meetings and ensure they are held regularly, and information passed to all concerned, including the local authority
- Attend training as required to keep fully informed of latest developments and guidance regarding LAC
- Liaise with local authority Virtual Schools Head and other external agencies to support LAC.

Personal Education Plan (PEP)

All LAC must have a personalised education plan and the PEP forms the education aspect of this care plan. It is an evolving record of what needs to happen for LAC to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances.

The quality of the PEP is the joint responsibility of the local authority (virtual schools) and the school (designated teacher). Relevant professionals need to work together to provide the best possible opportunities for the LAC to succeed.

A Personal Education Plan (PEP) will be initiated within 10 school days of the LAC starting at the school or being taken in to care and will be reviewed regularly and as necessary and appropriate to meet the needs of the LAC. The PEP will provide a regular opportunity to review progress, note any concerns and ensure all relevant parties are informed accordingly.

A high-quality PEP should:

- Be a 'living' evolving, comprehensive and enduring record of the child's progress and achievement
- Inform any discussion about education during statutory reviews of the child's wider care plan

- Link to any other plans relating to the child i.e. EHCP
- Support any mental health/wellbeing needs
- Include SMART targets and progress monitoring
- Identify actions, timescales and interventions
- Include behaviour management strategies
- Include expenditure set out in the Pupil Premium Plus section which will highlight the funding requirements for the LAC for the academic term/year.
- The Local Authority RAG rate PEPs, a high-quality PEP will be graded as green.

Record Keeping and Information Sharing

The Designated Teacher will keep up-to-date records of LAC in school and will ensure that relevant information is made known to other staff, without breaking confidentiality where appropriate.

Copies of reports and documentation will be sent to authorised carers and agencies involved, including virtual schools with the child as well as any receiving school at point of transition.

It is vital that the LAC is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with the child themselves will depend on their age and level of understanding.

Attendance

School attendance procedures reflect the specific needs of LAC and Post-LAC to ensure good school attendance. Where there is a concern about attendance or punctuality the Designated Teacher and Family Support Worker will contact the carer, social worker and other professionals including the Virtual School, as an early intervention.

Suspensions

The Academy recognises that LAC nationally are particularly vulnerable to suspensions. Where an LAC is at risk of suspension, we will try every practicable means to maintain the child in the Academy. A multi-professional meeting will be arranged, bringing together all those involved with the child to discuss strategies to minimise the risk of suspension. The child's PEP will reflect strategies to support them. All relevant measures and resources will be considered to provide support and perhaps alternative educational packages to prevent a suspension from happening.

If a suspension occurs, the LAC's carers will be contacted, and virtual schools and social care will be informed. Virtual schools will be provided with a copy of the suspension letter for their records. The school will provide a suitable alternative 1st day provision

An additional multi-agency meeting will be arranged as part of the LAC readmission process to offer support and prevent further suspensions.

Staff Development and Training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of LAC.

Other staff will receive training and support to enable them to work sympathetically and productively with LAC, including those who are underachieving or at risk of underachieving or who have additional needs. These may include English as an additional language (EAL), being gifted and talented or having learning or physical needs. Staff with specific, relevant, responsibilities at the Academy will be kept informed accordingly in order to support the LAC.

Home-School Liaison

The Academy recognises the value of a close working partnership between home and school and will work towards developing a strong relationship with parents/carers and care workers to enable LAC to achieve their potential.

The Designated Teacher will have regular contact with home to update them on LAC progress, this will be supported by the DSL/Deputy DSL.

Links with Other Agencies

The Academy recognises the value of working together with other agencies as set out in the working together to safeguard children (2023) and organisations and will work closely with colleagues from services involved with the LAC, including social care teams; community education psychologists; health services; CAMHS; Youth Offending Teams etc.