CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Looked After Children (LAC) Statement

Responsibility:	Head Teacher/Governing Body
Updated:	September 2026
Approved by Board:	September 2026
Next Review Date:	Summer 2029

Looked After Children

COLPAI will support Looked After Children (LAC) by **(See Appendix 1)**

- ensuring an effective induction when joining the school or when coming into care whilst already on the school roll
- balancing high levels of support with real challenge
- ensuring that each child has a high quality Personal Education Plan
- linking each child to a key person they relate well to
- making it a priority to know the children well and to build strong relationships
- developing strong relationships with carers, local authorities including the Virtual School Head and specialist agencies
- encouraging and supporting children in care to take responsibility for their learning
- engaging children in care in learning outside the classroom and after-school activities
- intervening promptly if a problem emerges such as with behaviour or attendance
- giving integrated but low profile support in school for each child in care so that they are not made to feel different from other children
- planning for future transitions e.g. to secondary school.

Roles and responsibilities – see Appendix 2 for full detail

The Governor with special responsibility for children in care in this school is: **Sonja Shah - Williams**

The designated teacher in this school is: **Kim Clapham**

Personal Education Plans (PEPs)
All children in care must have a care plan which is drawn up and reviewed by the local authority which looks after them. The care plan must include a Personal Education Plan (PEP), which forms part of the child's official school record. The school and the Local Authority have a shared responsibility for making sure that the PEP is a useful document and for helping children in care to achieve and enjoy. Discussion about how together they can make that happen through the content, implementation and review of the PEP should be done through a meeting involving the young person, carers, the social worker, the teacher & the designated teacher. If the young person has a Statement of Special Educational Needs or Education Health and Care Plan this should be reviewed annually and should, where possible, tie in with the PEP.

Additional funding
Children in care are entitled to additional funding to help improve their outcomes and narrow the gap between their outcomes and those of their peers. Which young people are eligible and the amount of such funding available will be determined as a result of government policy.

The school is committed to ensuring effective use of this dedicated funding where available for all eligible children in care on roll to provide additional, personalised support to ensure accelerated progress in order to improve outcomes.

The appropriate use of allocated funding is to be assessed through the Personal Education Plan

Admissions/ Induction Arrangements
Children in care are a priority for admission and, as such, we will follow the statutory guidance on school admissions. The designated teacher will identify any relevant issues, academic or pastoral, and ensure the child is made to feel supported in our school. On admission, records will be requested from the child's previous school. As soon as practicable after the records are received, a meeting will be held with the carer/parent, social worker, other relevant professionals and the child, as appropriate, to put together a new Personal Education Plan, This early meeting will ensure that communication systems are established early. If records are not received promptly

we will undertake our own assessment to make sure that the teaching and support received are appropriate. We will endeavor to meet the statutory time scales for PEPs as outlined in guidance.

When children already on school roll enter care the school will ensure that the student meets with the designated teacher as soon as possible and is fully informed of the school procedures and additional support arrangements available. A meeting with other parties will be arranged and PEP prepared as soon as possible in the same way as for those children already in care admitted to school.

At the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances).

Leaving Arrangements
When a Looked After Child leaves the school we will find ways to say goodbye. We will also ensure the swift transfer of information to the next school.

Appendix 1 – Definitions and complaints procedure

Children in care
The terms Looked After Child (LAC) and child in care (CiC) are interchangeable. Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

(i) children who are accommodated by the local authority under a voluntary agreement with their parents;
(ii) children who are the subject of a care order or interim care order;
(iii) children who are the subject of emergency orders for the protection of the child;
(iv) children who are compulsorily accommodated. This includes remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

A looked after child may be in residential care, a foster placement or could be living with their parents. If living with their parents, this could be on a part time basis or possibly before returning home permanently after a care placement.

Legal Framework
From 1 September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 (the 2008 Act) to appoint a designated teacher (DT) to promote the educational achievement of children in care who are on the school roll. This policy follows the statutory guidance for school governing bodies outlined in "The role and responsibilities of the designated teacher for looked after children" 2009.

Complaints
If a young person, parent/carer or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the designated teacher, who will try to resolve the situation alongside the carer and the social worker.

If the issue cannot be resolved within 10 days, the young person, carer or social worker can submit a formal complaint in writing to the Head Teacher. The Head Teacher will investigate the complaint and respond within 10 working days, unless the formal complaint is about the conduct of the Head Teacher, in which case the complaint will go straight to the chair of governors.

Any issues that remain unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Governor and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Head Teacher's response.

Appendix 2 - Roles and Responsibilities

The Role of the Governing Body

- The governing body will ensure that the designated teacher and the named governor undertake appropriate training.
- Ensure that the designated teacher is a member of the Senior Leadership Team.
- Governors will consider an annual report from the designated teacher covering attainment, attendance, progress, Personal Education Plans.

The role of the designated teacher within the school

- The designated teacher (DT) has lead responsibility for helping school staff understand the things which affect how LAC learn and achieve. The DT will:
- promote a culture of high expectations and aspirations for how LAC learn
- promote the educational achievement of every child in care on the school's roll
- contribute to the development and review of whole school policies to ensure that they do not unintentionally put children in care at a disadvantage
- make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support children in care's learning
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Quality First teaching
- make sure that LAC are prioritised in one to one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school
- set up systems to monitor and record the progress of all children in care and establish a system for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer
- act as the named contact for colleagues in social care and health and ensure effective communication between all relevant parties
- have lead responsibility for helping school staff to understand the things which can affect how children in care learn and achieve
- arrange for a mentor or peer mentor for each child in care on the roll of the school

The role of all those involved in supporting children in care

- Have high expectations of children in care's involvement in learning and educational progress.
- Be aware of the emotional, psychological and social effects of loss and separation from birth families.
- Understand the reasons which may be behind a child in care's behaviour, and why they may need more support than other children.
- Understand how important it is to see children in care as individuals and not to publicly treat them differently from their peers.
- Appreciate the central importance of showing sensitivity about who else knows about a child in care's status.
- Understand what a PEP is and its importance in helping to create a shared understanding between teachers, carers, social workers and, depending on age and understanding, the child him or herself of what everyone needs to do to help them achieve their potential.