



# Harvard Park Policies and Procedures:

## **Looked After Children**

## 16. Looked After Children

### **Policy statement**

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All early years educators are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

### **Definition of 'Looked after Children' (LAC)**

Children and young people become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after having often experienced traumatic situations; physical, emotional or sexual abuse, neglect or domestic violence. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. Harvard Park maintains that it is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

In our setting, we place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

### **Principles**

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- We do not normally offer placements for babies and children under two years who are in care. We offer instead other services to enable a child to play and engage with other children while their carer stays with them (only when applicable and can be accommodated).
- We offer places for funded two-year-old children who are in care to ensure they receive their entitlement to early learning. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the setting will last a minimum of three months.
- We offer places for funded two/three and four-year-olds that are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to four years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

### **Procedures**

- The designated person for looked after children is the designated safeguarding lead.
- Every child is allocated a key person before they start, and this is no different for a looked after child. The DSL ensures the key person has the information, support and training necessary to meet the looked after child's needs
- The DSL and the key person liaise with agencies, professionals and early years educators involved with the child and their family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially regarding the birth parents' or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
  - the child's emotional needs and how they are to be met.
  - how any emotional issues and problems that affect behaviour are to be managed.
  - the child's sense of self, culture, language(s) and identity – how this is to be supported.
  - the child's need for sociability and friendship.

- the child's interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.
- In addition, the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored keeping in line with UK - GDPR.
  - what contact the child has with their birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed.
  - what written reporting is required.
  - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents/carers, such as outings fun-days etc. alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with their key person and is sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the EYFS 7 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the DSL and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

### **Further guidance**

- Guidance on the Education of Children and Young People in Public Care (DFE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DFE 2005)

- Supporting Looked After Learners - A Practical Guide for School Governors (DFE 2006)

### **Private Fostering**

Parents have often made arrangements for their children to be cared for by other people for temporary periods of time. For example, young people and their parents may need a breathing space apart; children may come from abroad for their education or children may have been sent to the UK out of fear for their safety in their country of origin.

These arrangements may be called Private Fostering. The children are not in the care of the local authority but live with families by a private arrangement between their parents and their carers.

### **Regulations for Private Fostering**

The local authority has a duty to ensure that children who are privately fostered are being properly cared for. This is done by social workers assessing and monitoring the homes where the children are living, until the children reach the age of 16 or move back to live with their parents.

### **What should you do if you suspect a child is privately fostered?**

If we know of or suspect a child living in Hounslow is being privately fostered, we will call Hounslow Children's Services Front Door (HCSFD) on **020 8583 6600** or Fostering Duty on **020 8583 3426**. By doing so we are ensuring that the privately fostered child will be visited by a social worker to ensure that they are safe and well cared for. The private foster carer will also be offered practical and financial advice and support.

This Policies and Procedures pack was adjusted by Harvard Park.

Date meeting was held on **30/04/2026**

Signed on behalf of the Directors and Proprietors

**Nicki Saunders and Tracey Milstead**