

Children Looked Look After Policy



Policy Monitoring

Date	Reviewed By:	Role	Date Approved by Governors
September 2022	Sarah Mason	Designated Teacher for CLA	22.9.22
September 2023	Katie Thomas	Headteacher	5.10.23

Version 4

Maidensbridge Primary School Policy



Children Looked After (CLA)

Children Looked After Policy Statement

Maidensbridge Primary School believes that as Corporate Parents, we have a special duty to safeguard and promote the education of Children Looked After and previously Looked after. These are children who are looked after or have been previously looked after by the Local Authority.

The school is committed to fulfilling the requirements under s. 52 of the Children Act 2004 (2005) and this policy has been produced in accordance with the Dudley Safeguarding Children's Board, Dudley Virtual School for CLA and National Government Strategies for CLA.

Policy Aims

The aims of this policy are to:

- Provide a safe and secure environment which values education, believes in and promotes the abilities and potential of all children.
- Bring the educational attainments of our CLA nearer to those of their peers.
- Identifying our school's role as corporate parents to promote.
- Support the education of our CLA asking the question: *Would this be good enough for my child?*

At Maidensbridge Primary School, our approach to supporting the educational achievement of CLA is based upon the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting exclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting good health and well-being
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals.

Definition of a Child in Care

"Looked after child" is a legal concept first referred to in the Children Act 1989 and refers to a child who is in local authority care or provided with accommodation for more than 24 hours.

There are four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20).
- Children who are the subjects of a care order (section 31) or interim care order (section 38).
- Children who are the subjects of emergency orders for their protection (section 44 and 46).

- Children who are compulsory accommodated (section 21).

The term '**in care**' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989. They may live with foster carers; in a children's home; in a residential school; with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are '**accommodated**' by the local authority under section 20 of the Children Act. They may live in foster care, in a Children's home or in a residential school.

All of these groups are said to be (CLA). They maybe looked after by Dudley Local Authority or in the care of another authority but living in Dudley.

Designated Teacher for CLA

Maidensbridge Primary School has appointed a Designated Teacher for CLA in accordance with the statutory guidance for school governing bodies (DCSF, 2009).

- The Designated Teacher for Children Looked After is **Mrs Katie Thomas**.
- The nominated Governor responsible for Children Looked After is **Mrs Debbie Green**.

The Designated Teacher should:

- Act as an advocate and co-ordinate support for CLA.
- Influence the teaching and learning of CLA.
- Advise and provide training for school staff on issues relating to CLA.
- Liaise with Dudley's Virtual School to ensure that every CLA receives 25 hours of education and any other additional support which they require.
- Ensure the school's compliance with Dudley Safeguarding Children's Board and the Government National Agenda for Education and CLA.

Role of the Designated Teacher

The role includes:

- Maintaining a register or database of all CLA in school including:
 - Names of Social Workers and contact details.
 - Status e.g. care order or accommodated.
 - Types of placement e.g. residential, foster care.
 - Name of contact within Virtual School Team and telephone number.
 - Daily contact information- names of parents, carers, key worker in child's home.
 - Child protection or disability information which is appropriate to be shared.
 - Academic progress.
 - Baseline information and other test results.
 - List of all other names persons who should receive copies of reports.
 - Ensuring an effective provision is being delivered for our PLAC (Previously Looked After Children) and liaising with the Pupil Premium lead in school who will be accountable for the spend for this group of children.
- Ensure that the care information held on CLA is strictly confidential and is only shared on a need-to-know basis.
- **Personal Education Plans:**
 - Have lead responsibility for the development and implementation of the child's Personal Educational Plan (PEP) within the school.
 - Organise PEP meetings each term, as recommended by Dudley Virtual School for CLA.

- Ensure that each child has a current PEP with appropriate targets, that is compatible with their Social Care Plans and any other plans e.g. EHCP's, Transition Plan, Pastoral Support Programme.
- Ensure that Social Services Reviews on each children are attended if necessary and/ or always prepare a written report that promoted continuity and stability of their education.
- Liaise with other agencies and carers in relation to CLA, seeking advice from the LACES team when appropriate.
- Ensure that where a CLA becomes at risk of exclusion, contact is made with the Local Authority Inclusion Officer and the named contact from the LACES team to enable early intervention and the implementation of preventative strategies.
- Maintain systems to identify when CLA are underachieving and to put relevant strategies into place.
- Refer attendance concerns to the LACES Team Education Welfare/ Liaison Officer and, to supply attendance data as necessary.
- Ensure that on admission or transfer, all relevant information is requested at the outset.
- Ensure that CLA receive a positive welcome on entering school and, if necessary, offer additional support and a pre-entry visit to help the new children settle.
- Ensure that systems are in place to identify and prioritise when CLA are underachieving and early intervention strategies are put in place, and that the named contact in the LACES team is informed.
- Ensure that the CLA in school are listened to and have access to support and counselling within school.
- Attend relevant CLA training.
- Ensure that systems are in place to keep staff up to date and informed about CLA.
- Promote a culture of high expectations and aspirations for how CLA should learn.
- Help school staff to understand the issues that affect the learning of CLA and remove barriers to learning wherever possible through the implementation of personalised learning programmes.
- Presenting a report to Governors at least annually.
- Championing CLA.

The Role of the Governing Body

Working alongside the designated teacher the Governing Body will ensure that:

- They actively support and promote the education of CLA.
- The DT is given the appropriate level of support in order to fulfil their role.
- They have opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the responsibilities to the specific teaching and learning of CLA.

- A partnership is created and maintained with carers and outside agencies.
- Carers are supported to value educational achievement and good attendance.
- The achievements of CLA are celebrated.

Monitoring and Evaluation

The Designated Teacher will meet with the nominated Governor on a regular basis and prepare a governor report each term detailing the current status of the school's CLA.

The report will include the following information:

- Number of CLA on roll and confirmation that they have a PEP.
- Attendance compared to other pupils.
- Attainment compared to other pupils (include test results where relevant).
- The number, if any, of fixed term and permanent exclusions.
- Changes in home placements.
- Intervention strategies such as mentors, study support, Pastoral Support Plans and counselling.
- Details of any non-academic progress or extra-curricular activities attended.
- Details of reviews.

Related policies and guidelines

- Anti-bullying policy
- Assessment policy
- Attendance policy
- Behaviour policy
- Child Protection and Safeguarding Children policy
- Data Protection Policy
- Equal Opportunities policy
- GDPR Compliance Policy
- SEND policy

Looked After Children Policy Written by: Mrs Katie Thomas

Policy Review: September 2024

Agreed by Head teacher: _____ **Date:** _____

Agreed by Governors: _____ **Date:** _____
(Chair of Governors)