



Milverton Community Primary School

Children Looked After (CLA) and Children Previously Looked After (Post – CLA) Policy, 2019

Who are our Children Looked After?

Children and young people become “Looked After” either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Children Looked After will be living with foster parents but a smaller number may be in children’s residential units, living with a relative or even be placed at home with their birth parents. These children may also be referred to as Looked After Children (LAC) or Children in Care (CiC). These terms are interchangeable.

Who are our Children Previously looked After?

Children and young people 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 Wellbeing (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order.

Rationale

At Milverton C P School we will create an environment where children looked after (CLA) and children previously looked after (Post-CLA) have access to excellent educational provision and are prioritised for additional support through school-based interventions, in accordance with the ‘DCSF Guidance for Children in Care, 09’*.

We recognise that our school plays a vital role in providing a stable base for CLA & Post-CLA in promoting their academic, social and emotional development. We promote staff training in their specific needs, so that all adults are sensitive to the barriers to learning that CLA & Post CLA experience and feel able to support the children discreetly and confidentially, as needs arise.

Our school community aims to champion the needs of CLA and Post-CLA to ensure they make rapid progress during their period in care. Children Act 2004, specifically

“The duty to safeguard Children Looked After, to promote their educational achievements and to ensure they are able to achieve and reach their full potential”

Section 52 Children Act 2004

Aims

- To provide a safe and secure environment where education is always central to the planning and all adults understand the specific needs of CLA and Post CLA.



- To narrow the gap between the attainment of CLA and Post-CLA and their peers, ensuring accelerated and rapid progress (DCSF Guidance for Children in Care, '09).
- That they benefit from school-based interventions and to use the allocated Pupil Premium Plus (PP+) to ensure effective impact.
- For all CLA to have a minimum of three Personal Education Planning (ePEP) meetings in an academic year and for the joint planning to actively impact on each child's learning on a daily basis, to ensure accelerated and rapid progress (DCSF Guidance for Children in Care, '09).
- For all adults to provide discreet, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school.
- That school systems facilitate discrete support, as appropriate.
- CLA and their foster families will feel part of the school community; they will be actively welcomed into the community in recognition of the particular needs of this group (DCSF Guidance for Children in Care, '09)

Personal Education Plans (ePEP):

The school will ensure that every CLA on roll has a Personal Education Planning (PEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals.

Roles and Responsibilities:

The Headteacher and Governing Body are committed to promoting improved educational life chances for CLA and Post-CLA. They will ensure that the Designated Teacher for Children Looked After and Post CLA has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role. They will monitor the role of the Designated Teacher to ensure that all CLA and Post-CLA make accelerated and rapid progress and that the whole school staff receives appropriate training.

The Designated Teacher for Children Looked After is Jane Nicholls . She is a qualified teacher, and will promote improved educational life chances for CLA and Post-CLA by:

- Ensuring that the CLA or Post-CLA has access to quality first teaching.
- Tracking the progress of CLA and Post-CLA across the curriculum using data, teacher reports and book looks.
- Ensuring that the PP+ is used effectively and efficiently.
- Performing a coordinating role with school staff and outside agencies.
- Ensuring effective communication with the school's assigned Education Adviser from the Virtual School.
- Developing expertise in the field of CLA.
- Attending and providing training and offering advice to the whole school staff.
- Promoting a school culture which is supportive and has high expectations for CLA and Post-CLA.



- Regularly reporting to the Head and Governing Body on the attainment of CLA and Post-CLA and school resource and staff training needs for working with this group.
- Ensuring that CLA and Post CLA are not overlooked for positions of student responsibility within the school because of their care status.
- Ensuring that carers and care staff are engaged with the targets outlined in the PEP.

All staff will promote improved educational life chances for CLA and Post-CLA by:

- Reading the 'school policy' for CLA and Post CLA.
- Attending training, as appropriate.
- Providing accurate information and data when asked by the Designated Teacher.
- Referring to the Designated Teacher for advice.
- Playing their part in creating a 'CLA-friendly' culture and securing rapid progress for CLA and Post CLA by ensuring that they benefit from any additional school-based support available.

Attendance:

School attendance procedures reflect the specific needs of CLA and Post-CLA to ensure good school attendance. Where there is a concern about attendance or punctuality the school contacts the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in the attendance policy.

Admissions/ Transitions:

School procedures to support CLA and Post-CLA during admission and transition include:

- Prioritising CLA and Post-CLA at the point of admission.
- The swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school.
- Early identification of staff mentor and peer buddy.
- Additional support and planning for CLA and Post-CLA at times of transition.
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss.

Special Educational Needs:

All Staff endeavour to secure accelerated and rapid progress for CLA and Post-CLA who have special educational needs by:

- Adhering to graduated approach as outlined in the SEN Code of Practice
- Having high expectation of minimum levels of progress each academic year (in line with the expectation set out in the ePEP)
- Ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- Ensuring that progress is regularly monitored and reviewed, in line with the SEN Code of Practice
- Where an EHCP is in place, PEPs and EHCP should be aligned to avoid duplication

Safeguarding:

School staff will be vigilant for any safeguarding issues which can impact particularly on CLA and Post CLA by: following the school's child protection policy and the 'DfE:



Keeping Children Safe in Education' (All staff) September 2018, if there are any safeguarding concerns.

Exclusion:

We will make every effort to avoid excluding a CLA or Post-CLA, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion. School procedures are in place to reduce the risk of exclusion of CLA and Post-CLA. (Ref: DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal responsibilities in relation to exclusion. September 2017)

Multi-Agency Working:

School staff will engage with colleagues from other agencies and facilitate their work. This should include: Virtual Schools, Social Care, health, carers. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and Post-CLA.

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