

Learning for Ourselves, Respect, We Can



Policy for 'Children Looked After' and 'Previously Looked After Children'

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Reviewed by Curriculum Committee:

Ratified & Adopted by Full Governors:

Next update:

RRS Article 9 You have the right to live with your parents unless it is bad for you. You have the right to live with a family who cares for you. Article 20 You have the right to special care and help if you cannot live with your parents. Article 21 You have the right to care and protection if you are adopted or in foster care. Article 25 If you are in care or other situations away from home you have right to have these living arrangements looked at regularly to see if they are the most appropriate.

WSSC Virtual School for Children Looked After

The Lyndhurst Infant School policy for Education of Children Looked After

Lyndhurst Infant School believes that as Corporate Parents we have a special duty to safeguard and promote the educational achievement of Children Looked After (CLA) and Previously Looked After Children (PLAC). This policy has been produced to take account of the West Sussex Virtual School and West Sussex Corporate Parent Board for CLA and National Government strategies for CLA and PLAC.

Definitions

In this policy, CLA refers to:

- Children who are in the care of a local authority
- Children who are being provided with accommodation by a local authority in England in the exercise of their social services functions.

PLAC refers to those children who immediately after leaving care (as outlined above) became subject to:

- Adoption Order
- Child Arrangement Order
- Special Guardianship Order
- and have been declared as such to the school by parent/carers.

PLAC does not refer to:

- Children adopted from abroad
- Children under an CAO/SGO who have not previously been in the care of a local authority
- Children who have been in care and then placed back with parents.

Aim

To provide a safe and secure environment, which values education and believes in and promotes the abilities and potential of all children.

To bring the educational attainment of our CLA nearer to those of their peers and 'diminish the difference'.

To promote the educational achievement of PLAC.

Identifying our school's role as corporate parents to promote and support the education of our CLA and PLAC. Asking the question, 'Would this be good enough for my child?'

Responsibilities

The School will:

- Actively support, promote and celebrate the educational achievements of CLA and PLAC.
- Work in partnership with carers and agencies.
- Support carers to value educational achievement and improve attendance.
- Respect the confidentiality of CLA and PLAC and ensure that any information is shared on a need to know basis.
- Maintain records of all CLA.

These will include a record of the following:

- The name of the social worker, area office and contact details.
- Status i.e. care order or accommodated.
- Who holds Parental Responsibility, together with a note of any limitations on the ability or right to exercise this Parental Responsibility.
- Type of placement e.g. foster, respite, residential.
- Name of the contact person in Virtual School and contact details.
- Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent, carer, key worker in children's home.
- Share Child safeguarding / disability information if appropriate.
- Baseline attainment information and all test results.
- Named persons who should receive copies of reports.
- The dates of PEP meetings held.

The Governing Body will;

- Ensure that governors are fully aware of the legal requirements and guidance for CLA and PLAC.
- Be aware of whether the school has CLA and PLAC and how many.
- Nominate a Designated Teacher for CLA and PLAC.
- Support the Head Teacher, Designated Teacher, Pupil Premium Lead/Committee and other staff in ensuring the needs of CLA and PLAC are met.
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body.
- Review the effective implementation of this policy at least every three years.

The Designated teacher will:

- Act as an advocate for the school's CLA and PLAC by having high expectations for their educational and personal achievement and positively promote their self-esteem.
- Meet/make contact with the parent/foster carer and/or social worker, alongside the class teacher, to gather information on new CLA and PLAC entering the school.
- Liaise with West Sussex Virtual School to ensure every CLA is receiving 25 hours of education per week, and to ensure additional support is available if required.
- Ensure that should a CLA be identified as at risk of exclusion, contact is made with the LA Inclusion Officer and the Head of the Virtual School.
- Hold a termly PEP (Personal Education Plan) meeting for each CLA in conjunction with the social worker, foster carer and parents (if appropriate). They will complete the 'School' sections ePEP to:
 - Monitor progress, achievements and attendance
 - Set and review targets
 - Detail interventions and other support
 - Detail the costing of interventions etc from the ring-fenced CLA PP+ funding
 - Share the views, thoughts and feelings of the child

This must be compatible with the child's Social Services Care Plan and form part of any other school plan. e.g. an EHCP, Transition Plan, Pastoral Support Programme.
- To prepare for the PEP by meeting with the class teachers of CLA to discuss their development, attainment and progress in order to set effective targets for the child.

- Liaise with senior leaders responsible for intervention (e.g. Pupil Premium Lead/Committee, SENCO) to ensure that CLA and PLAC are receiving appropriate intervention, additional support and access to extra-curricular activities available to all students in the school.
- Ensure that CLA and PLAC are listened to and have access to support e.g. Feelings Group, Play Therapy etc as appropriate to the needs of the child.
- To ensure details of support/interventions arising from the PEP meeting are added to the Pupil Premium Provision folder for each CLA, including costings and the source of funding.
- Ensure that class teachers of CLA and PLAC are supported and kept informed of any issues relevant to their status.
- Ensure that there is sensitivity to the background of CLA and PLAC in the teaching materials available, especially around work on families and family trees.
- Liaise with Social Services and contribute to the statutory CLA reviews in person or in report form – written or verbal - to promote the continuity and stability of their education.
- Refer any CLA attendance concerns to the Education Welfare Officer, and supply attendance data as required.
- Ensure that on admission or transfer all relevant information is requested or sent to the new school.
- Ensure speedy transfer of information between individuals and other relevant agencies.
- Meet the Governor responsible for CLA each term for monitoring.
- Provide a full annual report to Governors (see 'Monitoring and Evaluation') and a termly update to the Governor responsible for CLA.
- Participate in appropriate training as provided by West Sussex Virtual School.

The Pupil Premium Lead will:

- Have high expectations for the educational and personal achievement of PLAC and ensure that PLAC are accessing appropriate interventions, alongside other PP children, with support from the Designated Teacher as required.
- Work alongside the Pupil Premium Committee to track the use of funding for PLAC, alongside other PP children. Please note that this funding is not ring-fenced for the individual child.

- Ensure that the interventions for PLAC children are recorded in the Pupil Premium Provision folder, alongside other PP children.
- Liase with the Designated Teacher regarding interventions, progress and provision for PLAC.

MONITORING AND EVALUATION

The Designated Teacher will meet the Governor responsible for CLA each term to carry out monitoring. They will prepare a yearly report for Governors on the achievements and current status of the school's CLA and PLAC.

This will include:

- Workload issues arising as a result of the number of CLA and PLAC on roll in the school.
- Levels of progress and, where appropriate, national curriculum test results for CLA and PLAC in relation to all children.
- Interventions to raise achievement, such as study support, learning mentor support, home school contracts, Pastoral Support Plans, counselling support.
- Attendance figures and whether the pattern of attendance and exclusions for CLA and PLAC is different to that of all children.
- Whether CLA or PLAC have Special Educational Needs.
- Exclusion issues.
- Changes in home placements.
- Any progress or planning issues arising from the PEPs.
- The impact of the school development plan or any other school policies on CLA or PLAC.

The Assessment Lead will monitor the progress and attainment of CLA and PLAC, alongside other 'groups' of children, as part of the data review cycle.

Class Teachers will monitor the progress and attainment of CLA and PLAC in their class, alongside other 'groups' of children, as part of the PAM process.

The Governing body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in their peer group.