



## Child Looked After Policy

<b>Date for Renewal/Updates/Review</b>	February 2024
<b>Named Person Responsible for Monitoring</b>	Assistant Headteacher – Support & Intervention
<b>Agreed by Support &amp; Intervention Committee</b>	February 2021

### Rationale and Aim

Sir William Ramsay School (SWRS) are committed to providing quality education for all its students based on equality of access, opportunity and outcomes. This policy includes requirements set out in 'Promoting the Education of Looked After (CLA) and Previously Looked After Children (PCLA) 2018' and 'The Designated Teacher for CLA and Previously CLA Children' 2009.

### Links to Other Policies

This policy should be read in conjunction with the Schools Pupil Premium Policy, Safeguarding Policy and Admissions Policy.

### Monitoring and Evaluation

This policy will be monitored by the Designated Teacher in the School.

### Implementation and Review

This policy will be made known to all Staff, Parents/Carers and Governors, and published on the School website. Copies are also available upon request from the School Office.

### Definitions

Under the Children Act 1989 a child is legally defined as 'CLA' by a Local Authority if he or she is:

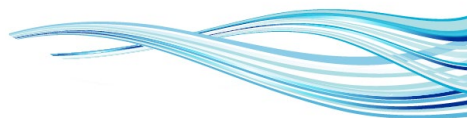
- Provided with accommodation for a continuous period of more than 24 hours.
- Subject to a care order.
- Subject to a placement order.

Previously CLA children are those who:

- Are no longer CLA by a Local Authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- Were adopted from 'state care' outside of England and Wales. 'State care' is provided by a public authority, a religious organisation or any other organisation whose sole purpose is to benefit society.

All CLA and PCLA will have full and equal access to all of the opportunities available at SWRS.

There will be a designated member of staff for CLA and PCLA children. At SWRS the designated teacher is the Assistant Headteacher – Inclusions & Safeguarding.



## **SWRS Aims To Ensure that:**

- Policies and procedures are followed for CLA and PCLA children as for all children.
- All CLA and PCLA have access to a broad and balanced curriculum, make progress and achieve exceptional outcomes.
- CLA and PCLA students take as full a part as possible in all School activities.
- Carers and Social Workers of CLA students are kept fully informed of their child's progress and attainment.
- CLA and PCLA students are involved, where practicable, in decisions affecting their future provisions.

## **Our Designated Teacher will:**

- Be a central point of initial contact within the School.
- Lead in promoting the educational achievement of every CLA and PCLA child on the Schools roll.
- Take the lead responsibility for ensuring school staff understand the things which can affect how CLA and PCLA children learn.
- Ensure a welcome and smooth induction for the child and their carer, in consultation with the child's Social Worker.
- Ensure that transition to the next phase of a child's education are supported effectively, including careers advice and guidance.
- Remind parents/carers and guardians of PCLA children that they need to inform the School if their child is eligible to attract Pupil Premium Plus (PPP+).
- Ensure that there are no barriers to CLA children or PCLA accessing the general activities and experiences that School offers to all of its students.
- Promote a culture in which CLA and PCLA children
  - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
  - Are prioritised in any selection of students who would benefit from one-to-one tuition and that they have access to academic focused study support.
  - Are encouraged to participate in school activities and in decision making within the School and the care system.
  - Believe they can succeed and aspire to further and higher education or highly skilled jobs.
  - Can discuss difficult issues (such as SEND, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
- Ensure that a Personal Education Plan is completed with the child, at least two weeks before the Care Plan reviews.
- Ensure that each CLA and PCLA has an identified member of staff that they can talk to. This need not be the Designated Teacher but should be based on the child's own wishes.
- Track school progress and target support appropriately.
- Ensure confidentiality for individual students, sharing personal information on a need to know basis.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of CLA and PCLA.
- Set up timely meetings with relevant parties where the student is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the student changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Ensure that attendance is monitored.



## **Our Staff Will:**

- Have high aspirations for the educational and personal achievement of CLA and PCLA, as for all students.
- Maintain CLA and PCLA confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable CLA and PCLA to achieve stability and success within school.
- Promote the self-esteem of all CLA and PCLA.
- Have an understanding of the key issues that affect the learning of CLA and PCLA.
- Be aware that 60% of CLA and PCLA say they are bullied so work to prevent bullying in line with the School's Anti-Bullying Policy.

## **Achievement**

Nationally, 'Looked After Children' (CLA) and 'Previously Looked After Children' (PCLA) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences and compounded by instability in their personal circumstances. 75% of CLA and PCLA leave education with no formal qualifications. Only 12% go on to Further Education compared with 68% of the general population. Helping CLA and PCLA succeed and providing a better future for them is a key priority in our school.

## **Procedure**

### **Admissions**

All CLA and PCLA have been given the highest priority within school admissions arrangements, in line with Buckinghamshire Council Policy. It is vital that these students are given a positive welcome. If necessary, they may need to be offered additional support and pre-entry visits to help the student settle.

### **The PEP Personal Education Plan)**

Every CLA must have a PEP and it must be used to support the personalised learning of the child. It is coordinated in school by the designated teacher. It is vital that the School assesses each CLA child's attainment on entry to ensure continuity of learning. The School will monitor and track the achievement and attainment of all students at regular intervals. CLA children will require their PEP to be reviewed, according to their needs. The young person's (views should be sought by the Designated Teacher and linked SSO and record on the PEP.

Work with the virtual school to ensure CLA children's needs are met is key.

As part of the PEP process there should be a robust arrangement in place to ensure that any undiagnosed special education needs are addressed through the Special Education Needs and Disability (SEND) framework as soon as possible.

### **Allocation of Resources**

The Governing Body will ensure that the School allocates resources to support appropriate provisions for CLA and PCLA children, meeting the objectives set out in the policy.

### **Record Keeping**

The Designated Teacher will know who all the CLA and PCLA children are and will have access to their relevant contact details including parents, carers and social workers. The Designated teacher will also know about any CLA children placed in the School from other authorities. A child's CLA and PCLA status will be recorded in SIMS.

### **Partnership with Parents/Carers and Care Workers**

SWRS firmly believe in developing a strong partnership with Parents/Carers and Care workers to enable CLA and PCLA children to achieve their potential. Review meetings are an opportunity to further this partnership working.