



St Anne's RC Primary



'We Grow Together in God's Love'

Children Looked After (CLA) policy

Mission Statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

CLA Designated teacher: C. Comer

OVERVIEW:

'Children Looked After' (CLA) or 'Looked After Children (LAC) are those pupils for whom the Local Authority is sharing parental responsibility. This includes

- Those subject to a care order or interim care order
- children living with foster carers,
- in a residential unit,
- with other family members or with their parents.
- unaccompanied asylum-seeking children (where children are accommodated under this
- provision, parental responsibility remains with the parents
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Previously CLA (PLAC) children are those who:

- are no longer CLA by a local authority in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from 'state care' (care provided by a public authority) outside England and Wales.

These children are therefore subject to corporate parenting. This school recognises that 'Children looked after' have very specific needs which arise from their situation and they frequently suffer from distress and uncertainty.

CLA may (or may not) have some or all the following issues:

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/ cognitive development
- be bullied or bully others.
- be prone to mental health issues

- be isolated with few friends
- have behaviour issues.
- poor attachments to others.
- have a need to be very private.

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing body and staff of St Anne's, are committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- a Designated Teacher for Children Looked After (C.Comer)
- Personal Education Plans for all Children Looked After
- all staff have a clear understanding of confidentiality and issues that affect Children Looked After
- effective strategies that supports the education of this vulnerable group.

The Designated Teacher:

Under the Children and Young Persons Act 2008, all maintained schools are required to have a Designated Teacher for looked after children. The work of the Designated Teacher is set out in the DFE publication 'The designated teacher for looked after and previously looked-after children. Statutory guidance on their roles and responsibilities' February 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

This designated teacher will:

- ensure a welcome and smooth induction for the child and their carer;
 - ensure that a Personal Education Plan is completed in consultation with the child, the social worker, the foster carer and any other relevant people:
 - track academic progress and target support appropriately;
 - use the Personal Education Plan to plan for any transition;
 - ensure that each CLA/PLAC has an identified member of staff that they can talk to
 - ensure that CLA/PLAC are not subjected to any possible bullying or unacceptable treatment because of their circumstances
2. All CLA will have a Personal Education Plan (PEP) draw up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.
 3. All in school will ensure that high expectations are set for each CLA/PLAC and all will ensure that each CLA/PLAC has equal access to the same rich, balanced and broadly based education that every child in this school receives.
 4. Any specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances will be recognised early and dealt with sensitively, discreetly, efficiently and effectively.
 5. Monitoring the attendance of CLA/PLAC will be a priority and swift, appropriate action will be taken where there are concerns.

6. The school will establish good communication between all those involved in the child's life.
7. The school will maintain and respect the child's confidentiality wherever possible by ensuring staff awareness of, and sensitivity to, the circumstances of each child.
8. Each year the governing body will be given a report setting out: the number of looked-after pupils on the school's roll (if any); their attendance, as a discreet group, compared to other pupils; their progress and achievement, as a discreet group, compared to other pupils; the number of fixed term and permanent exclusions (if any); the destinations of pupils who leave the school. This will be done in a manner which preserves the anonymity and respect the confidentiality individual pupils.

Roles and responsibilities of all Staff

All staff in this school will:

1. have high expectations of CLA and PLAC's learning and set targets to accelerate educational progress;
2. be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
3. understand how important it is to see CLA and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
4. appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
5. have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
6. for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

Role and responsibility of the Governing Body

The governing body of this school will:

1. ensure all governors are fully aware of the legal requirements and guidance for CLA and PLAC;
2. ensure that there is a named designated teacher for CLA and PLAC;
3. ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for CLA and PLAC, including plans for any pooling of the funding;
4. through the designated teacher, hold the school to account on how it supports its CLA and PLAC (including how the Pupil Premium Plus is used) and their level of progress;

5. be aware of whether the school has CLA and PLAC and how many (no names);
6. liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CLA and PLAC;
7. ensure the designated teacher is able to access training needed to fulfil the role of designated teacher.
8. support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA and PLAC are met;
9. review the effective implementation of this policy, preferably annually and at least every three years.

OUTCOMES:

The provision we make will ensure that CLA and PLAC will thrive in this school. The guidance and regulations for the care and education of LAC's and PLAC's will be met in full. We will take particular account of The Education (Admission of Looked After Children) (England) Regulations 2006 and the most recent relevant DfES guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors) as well as the DfE statutory guidance on promoting the education of looked after children and previously looked after children. <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

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