

The Chalfonts Community College

Child Looked After and Previously Child Looked After Policy

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1. Policy Objective

To promote the educational achievement and welfare of Children Looked After (CLA) and Previously Children Looked After (PCLA) on the role of this school

Name of the Designated Teacher for CLA and PCLA

Miss Victoria Lang – Vice Principal and Designated Safeguarding Lead
Mrs Nina Ahdan – Pastoral Support and CLA Co-ordinator

Name of the Designated School Governor for CLA and PCLA

Mr Stuart Dennis (Vice Chair of Governors)

At **The Chalfonts Community College** we will create an environment where Children Looked After (CLA) and Previously Children Looked After (PLAC) have access to excellent educational provision and are prioritised for additional support through school-based interventions, in accordance with the '**DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children' 28th February 2018.**

We recognise that our school plays a vital role in providing a stable base for CLA/PCLA and 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 experience and feel able to support the children discretely and confidentially, as needs arise.

Our school community aims to champion the needs of CLA/PCLA to ensure they make rapid progress.

2. Aims for CLA/PCLA

- 2.1 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 PCLA
- 2.2 to narrow the gap between the attainment of CLA and PCLA and their peers, ensuring **accelerated** and **rapid** progress
- 2.3 that they benefit from school-based interventions, including the use of 1-2-1 Tuition', even if they do not meet the criteria for that intervention (**DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018**) and to use the allocated Pupil Premium Plus (PP+) to ensure effective impact
- 2.4 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 (**DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018**)

- 2.5 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
- 2.6 that school systems facilitate discrete support, as appropriate
- 2.7 CLA/PCLA will be advantaged within school policies and procedures, with their needs explicitly considered and provided for (**DfE Designated teacher for looked-after and previously looked-after children statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.**) Links to other relevant school policies that reference CLA and PCLA may be found on the school website.
- 2.8 CLA/PCLA 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 (**DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.**)

3. Educational Planning for Children Looked After

Personal Education Plans (ePEP)

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

The school will account for the efficient and effective spend of the PP+ funding to the school Governing Body through the annual report and through ePEP to the Virtual School.

4. Roles of the Governing Board

The Governing Board of this school will

- 4.1 have a dedicated Governor or committee to champion and monitor the work of the school in supporting its Children in Care and PLAC
- 4.2 ensure all governors are fully aware of the legal requirements and guidance for CLA and PLAC;
- 4.3 ensure that there is a named designated teacher for CLA and PLAC;
- 4.4 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;
- 4.5 be aware of whether the school has CLA and PLAC and how many (no names);
- 4.6 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;
- 4.7 ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training
- 4.8 monitor the role of the Designated Teacher to ensure that all CLA and PCLA make accelerated and rapid progress and that the whole school staff receives appropriate training annually.

5. The Designated Teacher for Children Looked After and Children Previously Looked After is

- Miss Victoria Lang – Vice Principal and Designated Safeguarding Lead (who is supported by)
- Mrs Nina Ahdan – Pastoral Support and CLA Co-ordinator

She is a qualified teacher, and will promote improved educational life chances for CLA and PCLA by:

- 5.1 taking lead responsibility for ensuring school staff understand the things which can affect how CLA and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
- 5.2 making sure that all staff have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress;
- 5.3 ensuring staff are 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;
- 5.4 developing understanding of how important it is to see looked-after and previously looked-after children 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;
- 5.5 supporting all staff to appreciate the central importance of the looked-after child's ePEP 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;
- 5.6 ensuring staff have the level of understanding they need of the role of social workers, Virtual School Heads (VSHs) and carers, and how the function of the ePEP fits into the wider care planning duties of the authority which looks after the child; and
- 5.7 working with VSHs to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised
- 5.8 ensuring all Children Looked After and previously looked after children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- 5.9 promote the educational achievement of CLA and PLAC by contributing to the development and review of whole school policies ensuring they are prioritised in any selection of pupils who would benefit from specific interventions, and that they have access to academic focused study support.
- 5.10 provide advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CLA or PLAC; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of CLA and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.

- 5.11 working directly with CLA and PCLA and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
- 5.12 providing an annual report on the provision for, and progress of, Children Looked After and previously looked after children, to the Governing Body
- 5.13 ensure all ePEPs are completed within all statutory time scales and termly data provided to Welfare Call/ePEP/Virtual School on request.

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

- 5.14 celebrating the achievements of CLA and PCLA
- 5.15 have high expectations of CLA and PLAC's learning and set targets to accelerate educational progress;
- 5.16 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;
- 5.17 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;
- 5.18 appreciate the central importance of the ePEP 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;
- 5.19 have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the ePEP fits into the wider care planning duties of the authority which looks after the child;
- 5.20 understanding for PCLA, 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.

6. Attendance

School attendance procedures reflect the specific needs of CLA and PCLA 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.

7. Admissions/ Transitions

School procedures to support CLA during admission and transition include:

- prioritising CLA and PCLA 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
- 7.1 early identification of staff mentor and peer buddy
- 7.2 additional support and planning for CLA and PCLA at times of transition
- 7.3 structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

8. Additional Educational Needs

All staff endeavour to secure accelerated and rapid progress for CLA and PCLA with additional educational needs by:

- 8.1 having high expectations
- 8.2 ensuring that they are prioritised for additional school-based support, even if they do not meet the criteria **(in line with the DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018)**.
- 8.3 ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher over-sight **(in line with the Lamb Report, Dec '09)**
- 8.4 ensuring that progress is regularly monitored and reviewed, against the expectation of progress each academic year, and that all termly data on attainment and progress is provided to ePEP/Welfare Call on request.

9. Special Educational Needs

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

- 9.1 having high expectation of minimum levels of progress each academic year
- 9.2 ensuring that they are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision **(in line with the SEN Code of Practice)**
- 9.3 ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- 9.4 ensuring that progress is regularly monitored and reviewed **(in line with the SEN Code of Practice)**
- 9.5 ensuring that any work undertaken by non-teaching staff has teacher over-sight

9.6 If the child or young person has a statement of special educational need or EHC Plan, then ensure the annual review coincides with one of the six monthly Statutory Care Reviews / termly PEP meetings; dates can be obtained from ePEP.

10. Safeguarding

School staff will be vigilant for any safeguarding issues which can impact particularly on CLA by:

Familiarising themselves with all Policy Guidance for 'Children in Care', following the school's Child Protection Policy and reading Part one of the 'DfE: Keeping Children Safe in Education' Sept 2021 document, if there are any safeguarding concerns.

11. Alternative Provision

We will make every effort to ensure that any arrangements for provision of alternative to daily attendance at school will be:

- 11.1 a plan that will retain the CLA on the roll of the school and clarify in writing which educational establishment will be responsible for essential reporting and accountable for the PP+
- 11.2 an agreed part of the overall ePEP for the student
- 11.3 full time (25 hours) or contribute to full time attendance and be of high quality
- 11.4 meet the educational needs of the CLA
- 11.5 will provide the opportunity to make rapid progress in the course of study provided by the setting
- 11.6 will be monitored regularly and that ePEPs will include the school and the alternative provider

12. Exclusion

We have reviewed the school behaviour policy in line with the statutory guidance published in February 2018 (**DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018**).

We will make every effort to avoid excluding a 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 Virtual School/ and/or Exclusion and Re-integration Officers at Bucks Country Council. We will also inform social worker and carers that a pupil may be at risk of exclusion.

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 PLA.

CLA and PCLA with special educational needs should have exclusion as a behaviour management action as a last possible resort (**Regulation 4(1) (c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made**).

13. Multi-Agency Working

School staff will make every effort to engage with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and PCLA.

The Principal, Designated Teacher and Governing Body will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Date: May 2022

Review date; May 2023

Headteacher; Mrs Caroline Whitehead

Designated Teacher: Miss Victoria Lang (alongside Mrs Nina Ahdan – LAC Co-ordinator)

Governor for CLA/PCLA: Mr Stuart Dennis (Vice Chair)

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