



NERROLS

Nerrols Primary School and Nursery

Children Looked After (CLA) Policy

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Policy Name

Children Looked After (CLA) Policy

Definitions

“Children Looked-after (CLA)” are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children’s residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.

“Previously LAC (PLAC)” are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from ‘state care’ (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

Policy Statement

We recognise that, nationally, pupils in public care often significantly underachieve compared with their peers. We intend, through this policy, to promote the inclusion, wellbeing and achievement of looked after children (CLA) and previously looked after children (PLAC). The Governing Body is committed in particular to implementing the joint guidance from the DFE and Department of Health on the education of young people in public care. This sets out six principles:

- Prioritising education
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action, and
- Listening to children

The guidance introduced two key measures to improve the educational life chances for children in public care:

- Designated teachers for every school, and
- Personal Education Plans for all pupils in public care.

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. National attainment data for looked-after and previously looked-after children shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-looked-after children.

The complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning.

Nerrols Primary School and Nursery endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for CLA and PLAC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school has a coherent policy for CLA and PLAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for CLA and PLAC has received the appropriate training.
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
 - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
 - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep CLA and PLAC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst CLA and PLAC.
- Ensuring CLA and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing progress of CLA in the school.

The virtual school head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CLA, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to CLA and PLAC.
- Working with the school to ensure all CLA in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CLA.
- Acting as a source of advice and information to help parents of PLAC as effectively as possible.
- Managing the school's allocation of pupil premium plus (PP+) for CLA.
- Ensuring there are effective systems in place to:
 - Maintain an up-to-date roll of the CLA who are in school settings, and gather information about their educational placement, attendance and progress.
 - Inform the Headteacher and designated teacher if they have a pupil on roll who is looked after by the LA.
 - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's PEP.
 - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all CLA.
 - Avoid delays in providing suitable educational provision.
 - Ensure the education achievement of CLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
 - Report regularly on the attainment, progress and school attendance of CLA through the authority's corporate parenting structures.

The Headteacher is responsible for:

- Appointing the designated teacher for CLA and PLAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation,
- Ensuring all members of staff are aware that supporting CLA is a key priority.
- Ensuring PP+ for PLAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of CLA.

The designated teacher for CLA and PLAC is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to CLA and PLAC.
- Promoting the educational achievement of CLA and PLAC at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.

- Promoting a culture of high expectations and aspirations.
- Ensuring CLA are involved in setting their own targets.
- Advising staff on teaching strategies for CLA.
- Ensuring that CLA are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding CLA and PLAC due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.
- Working with the Headteacher to submit an annual report to the governing board, which details the progress of all CLA and PLAC.

The DSL is responsible for:

- Keeping up-to-date records of CLA's respective social worker and VSH.
- Promoting amongst staff the importance of recognising and reporting safeguarding concerns surrounding CLA and PLAC as soon as possible due to their increased vulnerability to harm.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The SENDCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA and PLAC.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PLAC.

Staff are responsible for:

- Being aware of CLA and PLAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards CLA and PLAC.
- Being vigilant for any signs of safeguarding concerns surrounding CLA and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of CLA and PLAC.

Personal Education Plan (PEP)

All CLA must have a care plan; PEPs are an integral part of this care plan.

The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

The PEP will address the pupil's full range of education and development needs, including:

- Access to nursery provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
 - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
 - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
 - Out-of-school hours learning activities, study support and leisure interests.

The VSH and the designated teacher will ensure that information is included within a CLA or PLAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment.

Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

Working with agencies and the Virtual School Head (VSH)

The school will ensure that copies of all relevant reports are forwarded to the CLA social workers, in addition to carers or residential social workers.

The school will coordinate their review meetings; for example, hold their annual review of CLA with their statutory care review.

The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard CLA and PLAC.

Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The designated teacher for CLA and PLAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.

PP+ for PLAC will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of CLA, or PLAC, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

The designated teacher will ensure consistent and strong communication with the VSH regarding CLA who are absent without authorisation.

The school will share their expertise on what works in supporting the education of CLA and PLAC.

Safeguarding

The school recognises that many CLA and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst CLA and PLAC as soon as possible.

Where a CLA or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence or missing education where there are known safeguarding risks.

The Head teacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of CLA and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over CLA or PLAC in line with the processes outlined in the Safeguarding and Child Protection Policy.

Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a CLA or PLAC is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

Pupil mental health

CLA and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The designated teacher will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on CLA and PLAC, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst CLA and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with CLA or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

The school's senior mental health lead will work alongside the designated teacher to promote the wellbeing and mental health of CLA and previously-LAC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL.

Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a CLA to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour. Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

Pupils with SEND

Support for CLA with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

The SENDCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC.

The designated teacher and the SENCO will ensure that CLA and PLAC with SEND are supported in line with the Special Educational Needs and Disabilities (SEND) Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for CLA, e.g. where LAC are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.