



Children Looked After (CLA) and Previously Looked After (PCLA) Policy

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1. PURPOSE

To promote the educational achievement and welfare of Looked After Children (or Children Looked After -CLA) and Children Previously Looked After CPLA.

2. RATIONALE

Children Looked After are one of the most vulnerable groups in society. The majority of Looked After Children have suffered abuse or neglect and it is nationally recognised that there is considerable educational underachievement when compared to their peers, which can result in poor exam success rates in comparison with the general population with fewer Looked After Children progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Under the Children Act 2004, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term '**in care**' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 2004 - they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are '**accommodated**' by the local authority under section 20 of the Children Act – they may live in foster care if living in Warwickshire or Children's home/residential school if living outside of Warwickshire.

All these groups are said to be 'Children Looked After' (CLA) frequently referred to as Looked After Children (LAC). They may be looked after by our local authority or may be in the care of another authority but living in ours.

A Previously Looked-After Child (CPLA) is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

Previously looked-after children's challenges and need for support will often continue after they leave care. However, designated teachers' work will need to reflect that their role for previously looked-after children is different to that for looked-after children, as the local authority is no longer their corporate parent.

3. INTRODUCTION

The Griffin Primary School aims to promote the educational attainment and achievement and Welfare of Looked After Children and Children Previously Looked After.

The Designated Teacher for Looked After Children and Children Previously Looked After is Mrs Alison Hine.

The Trustee with special responsibility for Looked After Children and Children Previously Looked After is the Chair of the Trust Board..

The Trust Board is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes.

This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004” and associated guidance on the education of Looked After Children.

We aim to contribute towards achieving the original five outcomes of Every Child Matters, which was the Government’s aim for every child, whatever their background or their circumstances:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

As corporate parents this school believes in the principles of good parenting by:

- giving priority to education
- listening to children
- providing stability and continuity
- taking corporate responsibility
- promoting inclusion
- raising standards
- intervening early
- promoting early years experiences
- celebrating success

4. AIMS

The aims of the school are to:

- ensure that school policies and procedures are followed for Looked After Children as for all children.
- ensure that all Looked After Children / Children Previously Looked After have access to a broad and balanced curriculum.
- provide a differentiated curriculum appropriate to the individual’s needs and ability.
- ensure that Looked After pupils / Children Previously Looked After take as full a part as possible in all school activities.
- ensure that carers and social workers of Looked After pupils / Children Previously Looked After are kept fully informed of their child’s progress and attainment.
- ensure that Looked After pupils are involved, where practicable, in decisions affecting their future provision.

5. ADMISSIONS

Looked After Children and Previously Looked After Children are prioritised for entry under criterion 1, Looked After Children may enter school mid-term. This school believes that it is vital that we give each Looked After Child a positive welcome and offer full support for their induction and to help them settle and be part of our learning community.

6. INCLUSION

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. This Policy reinforces the need for teaching that is fully inclusive. The Trust Board will ensure the school makes appropriate provision for all Looked After pupils.

7. ALLOCATION OF RESOURCES

The Trust Board will ensure that the school allocates resources to support appropriate provision for CLA, meeting the objectives set out in this policy. We will work in partnership with Warwickshire County Virtual School for Children Looked After and other Virtual Schools for students who are from other Local Authorities, to ensure that Looked After Children receive the full range of support to which they are entitled to enable them to make progress and achieve.

8. MONITORING THE PROGRESS OF LOOKED AFTER CHILDREN

The social worker for the Looked After Children initiates a Personal Education Plan – ePEP – as soon as appropriate when a pupil joins the school (maximum of 20 days) , or of entering care, and ensure that the child or young person is actively involved.

Following the initial ePEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further ePEP Review meetings, specialist teacher from Warwickshire Virtual School, or other Virtual School where the child is from another Local Authority, and other agencies.

9. RECORD KEEPING

The Designated Teacher knows all the Looked After Children and Previously Looked After Children in school and has access to their relevant contact details including parents, carers, Warwickshire Virtual School specialist staff, or other Virtual School specialists for those looked after students who are from other Local Authorities, teacher/support worker and social worker. The status of Looked After Children is identified within the school's information systems so that information is readily available as required.

10. STAFF DEVELOPMENT

Part of the Designated Teacher's role is to raise awareness of issues associated with CLA and CPLA within the school and disseminate information.

11. PARTNERSHIP WITH PARENTS/CARERS AND CARE WORKERS

We believe in developing a strong partnership with parents/carers and care workers to enable CLA and CPLA to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

12. LINKS WITH EXTERNAL AGENCIES/ORGANSATIONS

We recognise the important contribution that external support services make in supporting Looked After Children. Children Previously Looked After Colleagues from the following support services may be involved with individual Looked After Children:

- Social care worker/ Community care worker/ Residential child care worker
- Warwickshire Virtual School for Looked After Children (*Looked After Children in Education Team*)
- Other Virtual Schools for looked after children from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS
- Education Welfare Officers
- Youth Offending Service
- School age parents' officer
- External Learning Providers

13. CLA & CPLA POLICY REVIEW AND EVALUATION

If a CLA & CPLA is admitted to the school we will undertake a thorough review of both the Children Looked After Policy and practice each year. The outcomes of this review would inform the School Development Plan.

14. ROLES AND RESPONSIBILITIES

The Designated Teacher will:

- be an advocate for Looked After Children (CLA) and Children Previously Looked After (CPLA) within school.
- be proactive in identifying ways in which the school can raise attainment of Looked After Children.
- work in partnership with Warwickshire Virtual School, and/or other Virtual Schools for those students who are from other Local Authorities, providing termly progress data on the progress of Looked After Children.
- give regard to the impact of relevant decisions for Looked After Children and Children Previously Looked After on both the Looked After Children and the rest of the school community.
- know all the Looked After Children in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required.
- attend relevant training about Looked After Children / Children Previously Looked After and disseminate information and good practice to other staff.
- influence school policy and practice for Looked After Children / Children Previously Looked After.
- act as the key liaison professional for other agencies and carers in relation to Looked After Children, seeking advice from Warwickshire Virtual School, and/or other Virtual Schools for those students from other Local Authorities, when appropriate.
- for previously looked-after children, 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.

- ensure that Looked After Children receive a positive welcome on entering school, especially mid-year, and offer additional support wherever possible such as a pre-entry visit to help the new pupil settle.
- ensure that all CLA / CPLA have an appropriate ePEP that is completed when joining the school or of entering care and ensure that the young person contributes to the plan.
- arrange and contribute to ePEP Review meetings.
- keep ePEPs and other records up to date and review ePEPs at transfer.
- monitor the targets set out in the ePEP.
- convene an urgent multi-agency meeting if a Looked After Children / Children Previously Looked After is experiencing difficulties or is at risk of exclusion.
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.
- act as the key adviser for staff and trustees on issues relevant to Looked After Children / Children Previously Looked After.
- ensure that care and school liaison is effective including invitations to meetings and other school events.
- actively encourage and promote out of hours learning and extra curricular activities for Looked After Children / Children Previously Looked After.
- ensure a speedy transfer of information, records and coursework, where appropriate, when a Looked After Child transfers to another educational placement.
- report to the Trust Board on Looked After Children / Children Previously Looked After in the school and inform of relevant policy and practice development.
- agree with the social worker the appropriate people to invite to parents' evenings and other events.
- prepare reports for Trustees' meetings to include:
 - the number of Looked After Children / Children Previously Looked After on roll and the confirmation that they have a Personal Education Plan – ePEP.
 - their attendance compared to other pupils.
 - their attainment (SATs and teacher assessments) compared to other pupils.
 - the number, if any, of fixed term and permanent exclusions.
 - the destinations of pupils who leave the school.
 - attend trustee meetings as appropriate – such as the admission, disciplinary and exclusion of Looked After Children / Children Previously Looked After.
 - complete a 'Children Looked After self-evaluation form' (ref - appendix) annually after the admittance of a CLA.
 - ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN.

All school staff will:

- positively promote the raising of a Looked After Child's / Child Previously Looked After's self esteem.
- have high expectations of the educational and personal achievements of Looked After Children / Children Previously Looked After.
- keep the Designated Teacher informed about a Looked After Child's/ Child which is Previously Looked After's progress .
- ensure any Looked After Children are supported sensitively and that confidentiality is maintained.
- follow school procedures.

- be familiar with the school's policy and guidance on Looked After Children/ Children Previously Looked After and respond appropriately to requests for information to support ePEPs and review meetings.
- liaise with the Designated Teachers where a Looked After Child/ Child which is Previously Looked After is experiencing difficulties.
- work in partnership with Warwickshire Virtual School, and/or Virtual Schools from other Local Authorities, and other agencies to prevent a Looked After Child's / Child which is Previously Looked After's behaviour leading to an official exclusion and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.
- contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher, Warwickshire Virtual School for Looked After Children, and other Virtual Schools for those students who are from other Local Authorities, and professionals/ parents/carers/pupil as appropriate.
- make extra copies of reports available when required.

The Trust Board will:

- ensure that the admission criteria and practice prioritises Looked After Children according to the DFE Admissions Code of Practice pertaining to selective schools.
- ensure all trustees are fully aware of the legal requirements and guidance for Looked After Children / Children Previously Looked After.
- ensure there is a Designated Teacher for Looked After Children / Children Previously Looked After.
- liaise with the Headteacher, Designated Teacher and all other staff to ensure the needs of Looked After Children are met.
- Identify a trustee with special responsibility for Looked After Children / Children Previously Looked After.
- nominate a trustee with responsibility for Looked After Children who links with the Designated Teacher.
- receive regular reports from the Designated Teacher.
- hold the school to account on how it supports its looked-after and previously looked-after children (including how the PP+ is used) and their level of progress.
- ensure that the school's policies and procedures give Looked After Children / Children Previously Looked After equal access in respect of:
 - admission to school.
 - National Curriculum and examinations, both academic and vocational out of school learning and extra curricular activities.
 - additional educational support.
 - work experience and careers guidance.
 - annually review the effective implementation of the school policy for Looked After Children.
 - In the event of an exclusion, ensure that the Designated Teacher is invited to the exclusion meeting of the Looked After Child.

Warwickshire Local Authority will:

- Provide a Virtual Headteacher who has responsibility for championing the education of Looked After Children.
- Provide a specialist team to provide a wrap-around service for Looked After Children as part of Warwickshire Virtual School.
- lead the drive to improve educational and social care standards for Looked After Children / Children Previously Looked After.
- ensure that the education for this group of pupils is as good as that provided for every other pupil.
- ensure that Looked After Children receive a full-time education in a mainstream setting wherever possible.
- ensure that every Looked After Child has a school to go to within 20 days of coming into care or of coming to Warwickshire from another authority.
- make sure that each Looked After Children has a ePEP according to national guidance.
- ensure that every school has a Designated Teacher for Looked After Children / Children Previously Looked After and that these teachers receive appropriate information, support and training.
- provide alternative educational provision where appropriate.
- ensure that appropriate support is provided whenever possible.
- work with others to provide smooth transitions across key stages.
- be vigilant and proactive in identifying additional needs and the special educational needs of Looked After Children and work collaboratively with schools, other services and agencies to meet those needs.

Local Authority contact details for the Education of Looked After Children are:

Warwickshire Virtual School for Looked After Children

Legal Framework

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 1989 & 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Protection of Freedoms Act 2012 • DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2019) 'Keeping Children Safe in Education 2019'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'Disqualification under the Childcare Act 1006
- DfE (2015) 'The Prevent duty'
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children & Families Act 2014

- The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities 2018
- The Sexual Offences Act 2003

Improving the attainment of looked after young people

Section A: Initial Review

1 = very effective
4 = in need of development

How effective are your current approaches in the following aspects of support for looked after young people?	1	2	3	4
1. Doing the things they do for all young people but more so				
The extent to which the ePEP identifies barriers to learning and strategies for overcoming these				
The current range of interventions used to support looked after young people, including the appropriateness of one-to-one tuition				
Whether the progress of looked after young people is tracked sufficiently closely and if actions and resulting impact are critically evaluated				
2. Balancing high level support with real challenge				
The current expectations for progress across a year and key stage				
Practice in dealing with inappropriate behaviours				
Opportunities (with support when necessary) for the young people to take part in appropriate group work to facilitate learning				
The extent to which the review of progress ensures that targets remain challenging				
3. Skilfully linking each young person to a key person they relate well to				
The extent to which each looked after young person has ready access to the support of a 'key person'				
The opportunities for looked after young people to have contact with positive role models				
The opportunities and facilities available for looked after young people to take 'time out' or to access a 'listening post' or 'haven'				
The communication between the designated teacher and the key person and their roles and involvement in the process of the statutory review of the PEP				

section of young person's care plan				
4. Making it a priority to know the young people well and to build strong relationships				
The frequency and quality of communication between the designated teacher and other staff				
The procedures in place for monitoring and reporting incidents involving looked after young people				
Whether mentors have opportunities to show a genuine interest in the young person				
5. Developing strong partnerships with carers, local authorities and specialist agencies				
The opportunities for carers to have easy contact and to work productively with school staff				
Additional strategies for helping carers to support their young person's learning				
The effectiveness of communication between the school and the full range of agencies that can support the young person				
6. Making things happen and seeing things through				
The capacity to be able to respond very quickly to urgent situations				
How mentors mediate to secure the best support for learning for the young people				
Awareness of the full range of support that is available through outside agencies				
7. Ensuring consistency as well as discrete flexibility				
Staff development focused on how flexibility can be achieved without the appearance of favouritism				
Finding viable alternatives to fixed-term and permanent exclusions for the young people				
Providing small group support and development when needed				
8. Actively extending the horizons of each young person				
The level of involvement in out of hours learning				
How mentors can extend the participation of looked after young people in				

activities to increase social contact and build self-confidence				
9. Planning for future transitions				
Procedures to smooth the transfer between classes within the school				
Procedures to smooth transition between schools and further/ higher education				
Using strategies to raise aspirations and ease the routes to further and higher education				

Section A: Priorities for development

Designated Teacher for children looked after:

Date of review: