



## **Child Looked After (CLA) Policy**

Document Control Information	
Document Title	Child Looked After (CLA) Policy
Organisation / Site	Springboard Project
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Approval Committee	Governors

Revision and Approval History					
Author	Summary of changes	Issue	Date Approved	Approved by	Date of Next Review
K Price	New document	1	29/06/22	Govs	30/06/23

**Equality Impact**

**Statement** We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.

The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.

**Screening** This document has been screened by the Equality Team and the impact has been assessed as:

- Not applicable
- Low
- Medium
- High



1. Purpose To promote the educational achievement and welfare of looked after children within Springboard Project.

The designated teacher for children looked after is Mr M Pidlyskyj. The nominated governors for children looked after is Mrs M Ramsbottom.

## 2. Scope of Policy

2.1 Children Looked after (CLA) are one of the most vulnerable groups in society. The majority of children looked after have suffered abuse or neglect and it is nationally recognised that considerable educational underachievement exists when compared to their peers.

2.2 Under the Children Act 1989, 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.

2.3 They fall into four main groups:

2.3.1 Children who are accommodated under a voluntary agreement with their parents (section 20)

2.3.2 Children who are the subjects of a care order (section 31) (shared responsibility between parents and LA) or interim care order (section 38)

2.3.3 Children who are the subjects of emergency orders for their protection (sections 44 and 46)

2.3.4 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).

## 3. Aims

3.1 The aims of the school are to:

3.1.1 Ensure that school policies and procedures are followed for children looked after as for all children

3.1.2 Ensure that all children looked after have access to a broad and balanced curriculum

3.1.3 Provide a differentiated curriculum appropriate to the individual's needs and ability



3.1.4 Ensure that children looked after take as full a part as possible in school activities

3.1.5 Ensure that carers and social workers of looked after children and young people are kept fully informed of their child's progress and attainment

3.1.6 Ensure that children looked after are involved, where possible, in decisions affecting their future provision.

#### **4. Admission arrangements**

4.1 The Governors and Academy Trustees believe that admissions criteria should not discriminate against Children Looked After or previously Children Looked After; we therefore ensure Children Looked After and previously Children Looked After are given priority.

4.2 The school recognises that children looked after are an 'excepted group' and will prioritise in the school's oversubscription criteria following the DfE Admissions Code (Admissions of Children Looked After (England) Regulations 2006)

#### **5. Previously Children Looked after**

5.1 Previously children looked after are those who are no longer looked after by a local authority because they are the subject of an adoption, special guardianship or child arrangements order. The school believes that in partnership with all boroughs as Corporate Parents we have a special duty to safeguard and promote the education of looked after and previously looked after children.

#### **6. Monitoring the progress of Children Looked After**

6.1 This school assesses each child looked after attainment on entry to ensure continuity of learning. The social worker for the looked after child initiates a Personal Education Plan – PEP - within 20 days of the child/young person joining the school, or of entering care, and ensures that the child/young person is actively involved.

6.2 Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, virtual Schools and across the authorities we partner with.

6.3 The allocation and purpose of the Pupil Premium Plus (PP+) will be included within the PEP. All PEPs are completed electronically through the online system provided by Welfare Call, unless directed otherwise by the Virtual Head within the local authority responsible for care.



## **7. Record Keeping**

- 7.1 The Designated Teacher knows all the children looked after in school and has access to their relevant contact details including parents, carers, Virtual School staff, teacher/support worker and social worker.
- 7.2 The status of children looked after is identified within the school's information systems so that information is readily available to all classroom teachers and relevant associate staff.
- 7.3 CLA are identified as a vulnerable group when tracking, monitoring and reporting on attainment and progress.
- 7.4 The Designated Teacher will keep an up-to-date record of Children Looked After and Young People in school and will ensure that relevant information is made known to appropriate staff. Details of the meeting will be added to the school CPOMS system.

## **8. Staff Development**

- 8.1 We encourage staff to attend courses that help them to acquire the skills needed to support a CLA. Part of the Designated Teacher's role is to raise awareness of issues associated with CLA within the school and disseminate information

## **9. Partnership with parents/carers and care workers**

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

## **10. Confidentiality**

- 10.1 Information regarding CLA will be shared with school staff on a "need to know basis" The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. The Head Teacher or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

## **11. Role and responsibility of the designated teacher**

- 11.1 The Designated Teacher should be an advocate for CLA.



11.2 When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status.

11.3 Ensure that a Personal Education Plan (PEP) is completed, as soon as possible. This should be prepared with the child and the carer in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months

11.4 Keep PEPs and other records up to date, particularly in time to inform review meetings

11.5 Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher)

11.6 Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary

11.7 Ensure staff receive relevant information and training and act as an advisor to staff and governors

11.8 Ensure confidentiality for individual children and only share personal information on a need to know basis

11.9 Provide written information to assist planning/review meetings and ensure attendance as far as possible;

11.10 Ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive.

11.11 Encourage Children looked after to participate in extra-curricular activities and out of hours learning, where feasible

11.12 Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers

11.13 Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

11.14 Ensure that any returns on children are completed as requested by the LA

## **12. Roles and Responsibility of All Staff**

12.1 Staff will ensure that any child in public care is supported sensitively and that confidentiality is maintained.



12.2 Be familiar with and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.

12.3 Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary

12.4 Contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate

12.5 As with all children, ensure that no child in public care is stigmatised in any way.

12.6 Provide a supportive climate to enable a child in public care to achieve stability within the school setting

12.7 As with all children, have high aspirations for the educational and personal achievement of children looked after.

12.8 Positively promote the self-esteem of children looked after.

### **13. Definitions**

13.1 Children who are "looked after" may be "Accommodated" "In Care" or "remanded/detained" as follows:

13.1.1 Accommodated - This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility. 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, in a Children's home or in a residential school.

13.1.2 In Care - 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 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.

13.1.3 Remanded/Detained - A child can be remanded or detained as in the following: an emergency protection order, removed by police using their powers of protection, remanded by a court following criminal charges, a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months

13.2 It is possible that a placement order is made without a care order or interim care order being made, or the child not being subject to section 20 of the 1989 Act. For example, the local authority working with a family and believing that the child should be removed and be placed for adoption. For more information please see:



[Designated teacher for looked-after and previously looked-after children - GOV.UK \(\[www.gov.uk\]\(http://www.gov.uk\)\)](#)

