



Carlton Bolling

Children Looked After and Previously Looked After Children Policy

Designated Teacher of Looked After Children

Claire Hurley

Reviewed date

September 2019

Next Review date

September 2020

Definition

'Children Looked After' (CLA) also known as 'children in public care' are placed with foster carers, in residential homes or with parents or other relatives (under certain circumstances).

Children (under 18) may be 'looked after' by local under a number of legal arrangements:

- All children who are subject to a care order (Children Act 1989, section 31), interim care order (Children Act 1989, section 38) or emergency protection order (Children Act 1989, section 44) where the local authority has parental responsibility for that child.
- Children under a (criminal law) supervision order with a residence need to live in local authority accommodation.
- Children who have appeared in court and have been bailed to reside where the local authority directs - and are being provided with a local authority funded placement.
- Children who are remanded to the local authority where release on bail has not been granted.
- Children under a court ordered secure remand and held in council accommodation.
- Children who are subject to a secure accommodation order where the local authority is funding the cost of the secure placement. They are not looked after if the young person is in secure accommodation due to their offending, and the cost of the placement is funded by the home office.

A previously child looked after is one who is no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangement 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'.

Policy Aims

Carlton Bolling school recognises that 'Children Looked After and Previously Children Looked After may have very specific needs and may be coping with trauma, abuse or rejection and are likely to experience personal distress.

Nationally, 'Children Looked After (CLA) and 'Previously Looked After Children' (PLAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in the personal circumstances.

Carlton Bolling school recognises that CLA and PCLA can experience specific and significant disadvantage within a school setting, and we are committed to ensuring they reach their full potential in all areas. We are aware that CLA and PCLA may have specific difficulties in transport, attendance, doing homework, obtaining funding for extra activities, obtaining correct uniform and equipment as well as stigma about their circumstances.

Carlton Bolling school is committed to enhancing the achievement and welfare of CLA and PLAC in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broad-based education.
- Recording, monitoring and improving the academic achievement of the child in addition to their health and wellbeing
- Achieving stability and continuity
- Prioritising reduction in exclusions and promoting good attendance
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages for Children Looked After.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Children Looked After.
- All CLA and PLAC will have a Personal Education Plan (PEP) drawn up between the school, the child and the child's social worker, which will identify the child's individual needs and support they require. This will be reviewed in accordance with the statutory requirements
- PP and PP+ funding will be utilised as appropriate to ensure CLA and PCLA are in no way disadvantaged in terms of their curriculum provision and enrichment opportunities

Roles and Responsibilities

Headteacher

- Identify the Designated Teacher for CLA and PLAC, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA and PLAC and take action where progress, conduct or attendance is below expectations
- Report on the progress, attendance and conduct of CLA and PLAC to all parties
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Board of Trustees

- Ensure all Trustees are fully aware of the legal requirements and guidance on the education of CLA and PLAC
- Ensure the school has an overview of the needs and progress of CLA and PLAC
- Ensure the school's other policies and procedures support their needs
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out their responsibilities below
- Receive annual report which should include:
 - Numbers of CLA and progress made by CLA in your school
 - Overview of provision at your school
 - A case study of a Children Looked After highlighting progress since starting school or going into care and his/her social and emotional well-being
 - PEP update – numbers completed and range of professionals involved
 - Income from PPP+, outcomes and impact on attainment through targeted intervention
 - Attendance
 - Fixed- term exclusions, if any. Actions taken to address issues and minimise further exclusions for LAC
 - Any CPD events attended.

Designated Teacher

- Keep a confidential and up to date record of all children who are looked-after in the school regardless of which local authority they are looked after by
- Ensure any looked-after children feel welcome and valued
- Ensure that all school staff are made aware of difficulties and disadvantages faced by looked-after children
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people.
- Be responsible for the prompt transfer of information when a child changes school
- Liaise with other agencies as required, especially with regard to achievement, attendance and exclusions
- Ensure that information is kept confidential and shared on a strictly needs to know basis.
- Work closely with the Virtual School Teacher for Children Looked After

Personal Educational Plans for Children Looked After

The designated teacher will work with social workers and other professionals to ensure that Personal Education Plans:

- Are in place
- Are reviewed at least twice yearly
- Identify strengths as well as needs
- Include a review of previous educational targets and the setting of clear, measurable new ones.
- Record the child's interests and talents both in and out of school
- Reflect and are informed by other educational plans such as Learning Support Plans.

Staff

All staff at Carlton Bolling school will:

- Have high aspirations for the educational and personal achievement of CLA and PLAC, as for all students
- Maintain CLA and PLAC confidentiality and ensure they are supported sensitively
- Respond promptly to the CLA and PLAC to achieve stability and success within school
- Promote the self-esteem of all CLA and PLAC
- Have an understanding, of the key issues that affect the learning of CLA and PLAC