



Children who are Looked After (CLA) Policy

Signed (Chair of Governing Body):

Signed (Headteacher):

Date: December 2018

Review December 2020

Policy Statement

Introduction

Who is in Public Care?

The term Children who are Looked After means the child is subject to a 'Care Order' or is described as accommodated. The carers of the child are responsible for day-to-day needs but the local Authority has responsibilities to each child as corporate parent under [C:\9under](#) the Children Act 1989 sec. 22(4) and must work in partnership with parents in order to maintain links with their family, which are as strong as possible. Many children in Public Care return home after long or short periods of care.

Education of Children in Public Care

Research has identified that those involved in corporate parenting have lower expectations of Children in Public Care. The school believes that these negative attitudes must be challenged in order to change children's experience of education, and improve outcomes and life chances.

The school is potentially a place to be like everyone else and can provide a source of continuity and stability. Sometimes schooling difficulties can impinge upon placement and breakdown may occur: either may precipitate the other. Repeat changes of school and placement are extremely damaging causing huge disruption to education and further emotional upheaval.

Aims and Objectives

Further to Government legislation and current emphasis regarding children in Public Care we aim to:

- Raise pupil attendance, attainment and achievement, developing positive outcomes for CLA pupils.
- Identify all children on our school roll who are in Public Care.
- Reduce exclusions of Children in Public Care and work together with other agencies to support school placement.
- Identify the pupil's individual needs, monitor and review progress by implementation and review of a Personal Education Plan.
- Ensure appropriate working practices and systems are in place to work in partnership with all appropriate agencies and individuals
- Comply with current admission guidelines as set out by RCT to facilitate the admission of CLA children to our school

Procedures

Working practices and systems will be supportive to Children in Public Care. Information on Children in Public Care will be incorporated into the Annual Report to Governors.

- The school will maintain an understanding of relevant legislation and current issues regarding Children in Public Care.
- Staff will be proactive in communicating information to relevant personnel and agencies.
- Issues of confidentiality will be raised sensitively and balanced with appropriate information sharing.
- When a child moves from this school all information will be immediately forwarded to the receiving school.
- In cases of absence the school will contact the Social Worker and Carer immediately.

The Role of the Governing Body

The Governing body will appoint a designated teacher. For consistency, the designated person must stay in post for at least one academic year. They will also be responsible for ensuring the school has a robust CLA policy and monitor it yearly.

The Role of the Headteacher

The Headteacher will ensure current and former CLA children can access the PDG and it used appropriately. The Head teacher will also organise and facilitate training and release the designated teacher to attend training and multi-agency meetings.

Designated Teacher

Mr S Howells has been assigned the role of Designated Teacher with responsibility for Children in Public Care. The designated teacher will:

- Liaise with carers
- Ensure reports are accurate and submitted for reviews
- Attend all multi agency review meetings
- Ensure PEPS have appropriate SMART targets and are written with the children whenever possible
- Ensures targets are reviewed every six months or when appropriate

- Attend relevant training.
- Support class teachers
- Liaise with the ALNCO and Assessment co-ordinator to monitor academic progress, identify any barriers to or gaps in learning and use appropriate interventions to improve academic progress.
- Ensure CLA children are signposted to ELSA support or counselling (Year 6 only) if needed.
- Monitor attendance
- Act as a 'champion' for CLA children by promoting high learning aspirations.
- Managing transition between classes and from home to school which can be a difficult time
- Liaising with external agencies to support CLA children such as Behaviour Support using Thrive.
- Monitor CLA engagement with After School Clubs and breakfast club to ensure they have Equal Opportunities
- To liaise with the CLA team in the LA and refer children to their service if and when appropriate

Staff Training

All staff will receive regular information regarding the difficulties experienced by Children in Public care. Current Issues and Legislation will be shared on a regular basis and the Designated Teacher will update and ensure training needs are identified and met. The Designated Teacher will be released for relevant training.

The Personal Education Plan

A Personal Education Plan (PEP) will be developed for each Child in Public Care. This will be drawn up in co-ordination with the Social Services Statutory Reviews and up-dated on a regular basis. The Designated Teacher will consult the necessary staff and agencies to ensure that clear targets are drawn up and monitored.

