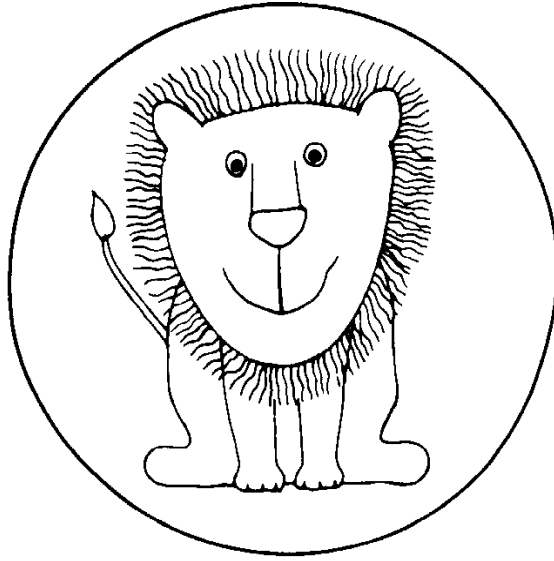




## **Linslade Lower School**

# **Policy for the Education of Children Looked After and Children Previously Looked After**

**Governor Approval:**

November 2023

**Review Cycle:**

Triennial

## Policy review chronology:

|               |                                |          |
|---------------|--------------------------------|----------|
| November 2020 | Policy presented to Governors. | Approved |
| November 2023 | No major changes               | Approved |

## Glossary

CLA child looked after any child or young person taken into care by the local authority

PEP personal education planning

PLA child previously looked after

## **Introduction**

At Linslade Lower School we will create an environment where children looked after (CLA) and children previously looked after (PLA) have access to excellent educational provision and are prioritised for additional support through school-based interventions, in accordance with the *DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children*. 28<sup>th</sup> February 2018.

A 'Child looked after' (CLA) is any child or young person taken into care by the local authority ('in public care'), being accommodated by the local authority or remanded/detained. The child's placement may include living with a relative, emergency care and short or long term formal foster placement

We recognise that our school plays a vital role in providing a stable base for CLA and in promoting their academic, social and emotional development. We promote staff training in their specific needs, so that all adults are sensitive to the barriers to learning that CLA experience and feel able to support the children discretely and confidentially, as needs arise.

Our school community aims to champion the needs of CLA to ensure they make rapid progress.

The local authority and the school are the 'corporate parents' of the child as well as other involved professionals and have a duty to work together to ensure that the child/young person is fully supported during their period of compulsory education. CLA are recognised to be a very vulnerable group in terms of education and future life chances and may have some or all of the following issues:

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development
- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues
- Poor attachments to others

## **Our Aims for CLA:**

- to provide a safe and secure environment where education is always central to the planning and all adults understand the specific needs of CLA and Post CLA
- to narrow the gap between the attainment of CLA and Post-CLA and their peers, ensuring accelerated and rapid progress
- that they benefit from school-based interventions use the allocated Pupil Premium ensure effective impact
- for all CLA to have a minimum of three Personal Education Planning (ePEP) meetings in an academic year and for the joint planning to actively impact on each child's learning on a daily basis, to ensure accelerated and rapid progress
- for all adults to provide discreet, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school
- that school systems facilitate discrete support, as appropriate

- CLA will be advantaged within school policies and procedures, with their needs explicitly considered and provided for
- CLA and their foster families will feel part of the school community; they will be actively welcomed into the community in recognition of the particular needs of this group

### **Role and Responsibility of the Designated Teacher**

The Designated Teacher is currently Hazel Farlam who will:

- Be an advocate for Children Looked After (CLA) and Previously Looked After Children (PLA) within the school
- Ensure a smooth and welcoming induction for any new looked after child and carer
- Ensure that a ePEP is completed as soon as possible, working jointly with the child and carer, in liaison with the social worker and other relevant support workers/agencies
- Keep ePEPs and other records up to date, particularly in time to inform review meetings
- Ensure the methods/procedures of different authorities are adhered to.
- Ensure that each child in public care has an identified member of staff who they can talk to (this will usually be the child's class teacher) and where appropriate, a teaching assistant
- Co-ordinate support for the child in school and liaise with other professionals and carers as necessary
- Ensure school staff receive relevant information and training to ensure progress and provide feedback for review meetings
- Ensure confidentiality for individual children and only share very personal information on a need to know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible
- Ensure the child and carer receive early notification of meetings, parents' evenings and other events
- Encourage CLA to participate in extra curricular activities and out of hours learning where feasible, ensuring they are provided with any entitlements.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school during any transfer periods
- Seek urgent meetings with relevant parties where the child is experiencing difficulties or is in danger of exclusion
- Ensure wherever possible that exclusion is a last resort and where absolutely necessary is as short a period as possible seeking partnership arrangements with other schools for provision elsewhere if at all possible
- Track the progress of CLA within the school to ensure they remain 'on track' and identify and ensure appropriate use of pupil premium to support
- ensure that returns on CLA are completed as requested by the local authority.
- The swift transfer of information between schools that may include school visits and at times transitions, teaching at the previous school
- Additional support and planning for CLA and Post-CLA at times of transition and structure activities to 'say good bye', in recognition of the impact of broken attachments and loss.

### **Role and Responsibility of all staff**

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained

- Be familiar with and respond to requests for information to support the completion of PEPs and other review meetings
- Contribute to the Designated Teacher's request for information on educational attainment and needs as appropriate
- As with all children, ensure that no CLA or PLA is stigmatised in any way
- Provide a supportive climate to ensure that a CLA or PLA can achieve stability within the school setting
- Set high aspirations for the education and personal achievement of all CLA and PLA
- Positively promote the self-esteem of CLA and PLA and refer to the Gifted and Talented Co-ordinator as appropriate.
- Playing their part in creating an attachment and trauma-informed 'CLA-friendly' culture and securing rapid progress for CLA by ensuring that they benefit from any additional school-based support available.

### **Role and Responsibility of the Governing Body**

The Designated School Governor for CLA and Post CLA are Rachel Stamp and Father Bernard.

- Ensure all governors are fully aware of the legal requirements and guidance for Looked After Children
- Be aware of whether the school has any CLA on roll and how many in each year group
- Ensure there is a named Designated Teacher for CLA
- Liaise with the Headteacher to ensure the Designated Teacher is able to carry out her responsibilities in relation to CLA
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of CLA are met
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (any reports must not include the names of CLA)
- Review the effectiveness of this policy at least every three years

### **Attendance:**

School attendance procedures reflect the specific needs of CLA and Post-CLA to ensure good school attendance. Where there is a concern about attendance or punctuality the school contacts the carer, social worker and other professional as including the Virtual School, as an early intervention as outlined in the attendance policy.

### **Confidentiality**

- Information on Looked After Children will be shared with school staff on a 'need to know basis'. The Designated Teacher will discuss what information is shared with which staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person and other parties, complete confidentiality is to be maintained. Any reports to the governing body in relation to CLA will not include names of children. All records will be kept securely, separate from the main pupil file, and in a locked location or kept securely electronically. Section B of the PEP documentation will be shared with the SEND department who will ensure any relevant targets set are distributed to staff and fully implemented.

### **Training**

The Designated Teacher for Looked After Children will undertake regular training as provided by the local authority.