



Policy on the education of Children Looked After

Status: Statutory

Context

The national outcomes for Children Looked After (CLA) in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability. The majority of CLA have been victims of abuse or neglect. It therefore follows that **these students need special treatment and positive discrimination in their favour** if this situation is to be improved. At Denefield School we put in place strategies that allow these children to succeed in all aspects of life in line with children of similar abilities.

Who are our Children Looked After?

Children and young people become ‘Looked After’ either if they have been taken into Care by the local authority, either via a legal route under ‘The Children’s Act 1989’ or where a voluntary agreement has been reached with the birth family. Most CLA will be living in foster homes but a smaller number may be in a children’s home, living with a relative or even be placed back at home with their birth family, with parents retaining full parental responsibility.

A private agreement is not public care; ie when a child lives with friends or relatives by private arrangement and these children are not designated as CLA. Children living in these informal arrangements may be vulnerable.

Denefield School believes that, in partnership with local councils, as Corporate Parents we have a special duty to safeguard and promote the education of CLA.

Aims

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our CLA and give them access to every opportunity to achieve to their potential, enjoy learning and persevere in facilitating them in realising their own ambition.

To fulfil our school’s role as corporate parents to promote and support the education of our CLA, by asking the question, **‘Would this be good enough for my child?’**

Key Contacts:

Name	Telephone contact	Email
Designated Teacher Lindsay Holley	0118 941 3458	hol@denefield.org.uk
Deputy designated teachers Edwin Towill Anna Williams	0118 941 3458 0118 941 3458	etw@denefield.org.uk aws@denefield.org.uk
Trustee for CLA Rupert Bancroft	0118 941 3458	safeguardingtrustee@denefield.org.uk

Roles and Responsibilities:

The Board of Trustees will:

- ensure that admission criteria prioritise CLA, according to the Code of Practice on Admissions;
- ensure all trustees are fully aware of the legal requirements and Guidance for CLA
- ensure that there is a named Designated Teacher for CLA
- nominate a trustee who links with the Designated Teacher, receives regular progress reports and provides feedback to the Board of Trustees for child protection and confidentiality reasons, ensures that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the CLA students concerned
- review the effective implementation of this policy, preferably annually and at least every three years
- ensure that the school's other policies give CLA equal access in respect of:
 - admission to school
 - access to the curriculum and public examinations
 - additional educational support where this is needed and additional pastoral support where appropriate
 - extra-curricular activities
 - careers guidance
- support the local authority in its statutory duty to promote the educational achievement of CLA
- ensure that appropriate systems and procedures are in place in the school even if there are no CLA on roll at the time and that the Designated Teacher continues to attend training and is up to date in regards to the legal processes.

The Headteacher will:

- ensure that provision/outcomes for CLA are specifically developed, recorded, monitored and evaluated.
- ensure that the Designated Teacher for CLA has the time and facilities to carry out this role and to attend the termly Designated Teacher Network meetings and any specific training on CLA which is required to ensure that they have the most up to date information on supporting CLA.
- give CLA the highest priority regarding admissions to the school even when there is oversubscription.

The Designated teacher will:

- be an advocate for any CLA in the school and co-ordinate support for them
- be the first point of contact regarding CLA for external agencies, including the LA virtual school
- maintain an up to date record of all CLA who are on the school roll. This will include:
 - status i.e. care order or Section 20 accommodation
 - type of Placement i.e. Foster, respite, residential
 - name of Social Worker, area office, telephone number
 - daily contact and numbers e.g. name of parent and carer or key worker in children's home
 - SEND Status and Student Passport
 - Child Protection information when appropriate.
 - baseline information, including an assessment of preferred learning styles and all test results
 - attendance figures
 - exclusions
 - tracking PP+ spend and its impact.
- Ensure that there is a Personal Education Plan (PEP) for each Child Looked After to include appropriate targets and above information. This must be compatible with the child's Care Plan, and, where applicable include any other school plan, e.g. Student Passport, Educational Healthcare Plan (EHCP), Transition Plan, BSP, PSP.
- Ensure there is a clear and consistent plan for attendance at all PEP meetings (see Appendix 1) to ensure coherence and efficiency in planning and attaining targets.

- Ensure CLA have access to SEND and/or HATs provision as appropriate.
- Share CLA Student outcomes and strategies with all staff through the Student Passport, which will be reviewed regularly and amended as appropriate.
- Complete a single action plan outlining the uses of the PP+ funding within the PEP process to guarantee the minimal £1200 funding for the LA.
- If appropriate, through the PEP review cycle, or direct contact with the Virtual School Headteacher/LACEs team, apply for additional funding to meet the needs of the CLA, through additional support or intervention as needed.
- Track any additional funding to ensure impact and progress of the CLA in particular 1:1 tuition for our Year 11 CLA and any catch up programmes. This primarily will be done at the termly PEP.
- Ensure that an appropriate member of staff attends CLA reviews on each child and prepares a written report or uploads relevant information to ePEP which promotes the continuity and stability of their education.
- Liaise with The Virtual School on a regular basis with regard to the performance, attendance and attainment of CLA, communicating daily with Welfare Call.
- Provide the relevant LA with termly attainment data to enable the Virtual School Headteacher to have clear tracking data for all CLA.
- Ensure that if the child transfers school all relevant information is forwarded to the receiving school as a matter of priority, supporting as smooth a transition as is reasonably possible.
- Ensure that systems are in place to track, identify and prioritise when CLA are underachieving and have early interventions to improve this in line with peers.
- Ensure that systems are in place to keep staff up to date and informed about CLA where and when appropriate primarily through the use of the Student Passport.
- Ensure that CLA, along with all children, are listened to and have equal opportunity to pastoral support in school.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of CLA.
- To provide CPD for staff on issues pertaining to CLA.
- Report to the Board of Trustees annually on the academic performance, attendance and exclusions of the CLA who are on the roll of the school.
- Ensure that the school evaluates the performance data for all CLA and that it is recorded in the school's self evaluation documentation

All staff will:

- Ensure CLA are making at least expected progress and put in place appropriate intervention to meet their needs, in close liaison with the Designated Teacher and House Teams to ensure accelerated progress is made.
- As with all children, have high aspirations and **celebrate** the educational and personal achievement of CLA.

- Ensure entry to examinations for CLA.
- Be familiar with the Guidance on CLA and respond appropriately to requests for information to support the completion of PEPs/ePEP and other documentation needed as part of review meetings.
- Liaise with the Designated Teacher where a Child Looked After is experiencing difficulty. These may be academic; pastoral; behaviour and/or attendance issues.

Monitoring & Evaluation

The Designated Teacher for CLA will provide an annual report to the Senior Leadership Team and Governors on provision for and progress of CLA.

The progress of CLA will be monitored by subject areas at termly progress meetings.

Approved by Trustees:

October 2019

Date of next review

October 2022

Links to: Safeguarding and Child Protection Policy

Appendix 1: Process for PEP meetings

1. PEP meetings will be called at least three times per year and more regularly if required.
2. Papers required for each PEP meeting will be available prior to the start of the meeting or there will be reading time at the start of the meeting if new papers are tabled
3. Where appropriate, ePEP will be used to upload relevant information prior to the PEP.
4. Unless otherwise agreed the child or young person should attend all or part of the meeting and should be released from lessons to do so. If the child or young person does not attend, their views will be collated and shared at the meeting by the school/social worker.
5. Following a PEP meeting, Targets and Actions will be circulated to all relevant teaching and support staff immediately after the PEP meeting or as soon as minutes are received from the Social Worker and any updated PEPs added to ePEP.
6. Further details raised at PEP meetings will be circulated to other teaching and support staff on a 'need to know' basis as agreed at the meeting and, in best practice, agreed with the child or young person concerned, using the student passport as the primary means of communicating support and strategies.
7. Discuss issues relating to attendance and/or exclusions with the Virtual School Headteacher or a member of LACES to ensure that there is as little disruption to a child's education as possible. When considering a permanent exclusion, a discussion will be held with the Corporate Director of Children and Young People/Virtual School Headteacher.