Academy @ Worden

CHILDREN LOOKED AFTER (CLA) POLICY

PLC 300120

Definition

Children Looked After are those in public care and are either –

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

Aims

Academy@Worden's aim is that Children Looked After will prosper as per the Every Child Matters agenda that is to

- Stay safe
- Be healthy
- Enjoy and achieve
- Be involved
- Acquire economic well being

Rationale

- The national outcomes for Children Looked After in terms of educational achievement and subsequent life chances are of real concern.

- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.

- For Children Looked After this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

ROLES AND PRIORITIES

The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision / outcomes for Children Looked After are specifically recorded in –

- School Improvement Plan
- SEF
- Appropriate School Policies and Procedures
- Specific Reports on issues such as student progress in relation to targets and Fischer Family Trust; exam results; attendance; behaviour, sanctions, exclusions; student voice.

The Headteacher and Leadership team will also -

- Provide an annual report on the provision for, and progress of, Children Looked After to the Governing Body.

- Ensure staff are aware that the provision to support Children Looked After is a key school priority.

- Give the Designated Teacher for Children Looked After the time and facilities to carry out his / her job description and to support them at all times in their work.

- Show a personal interest and involvement in Children Looked After in the school.

- Challenge negative stereotypes of Children Looked After if they exist and to insist on the highest of expectations and especially in terms of Children Looked After achieving their full potential.

- Provide Continuing Professional Development for staff on issues pertaining to Children Looked After and to ensure that Designated Teachers attend regular training.

- Provide information to the School Improvement Partner regarding the progress of Children Looked After on the school's roll.

Governing Body

The Governing Body will appoint a Designated Teacher for Children Looked After.

The Governing Body will receive reports on Children Looked After as outlined above.

Designated Teacher

The school Designated Teacher will

- Be a champion for Children Looked After and previously looked after children within the school and ensure that they are receiving special provision.

- Ensure that the Children Looked After and previously looked after children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who Children Looked After and previously looked after children are, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care or previously in care, are treated sensitively by all staff.
- Ensure Children Looked After and children previously looked after receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure Pupil Premium Grant+ allocated is used for the benefit of looked after Children and previously looked after children to support progress, attainment, engagement and well-being.
- Ensure Personal Education Plans (PEP) and PEP Reviews occur on time (one review each term) and to play the lead educational role at these PEP meetings. Ensure the pupil, parent and/or carer and Social Worker contribute to, and are involved in, PEP reviews.
- Ensure that all possible is being done to raise the achievement levels of Children Looked After i.e.
  - The pupils are following an appropriate curriculum (and in Year 8 or 9 make the best possible option choices);
  - The pupils know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
  - The pupils are entered for national assessment tests and public examinations when appropriate.
  - The pupils have access to any booster support that is available in the school;
  - The pupils have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
  - Pupils on the Special Educational Needs register receive all possible support to meet their needs;
  - Able pupils have access to the school's Gifted and Talented provision;
  - All possible support is given at times of transition (KS1 – KS2, KS2 – KS3, KS3- KS4); or when a home placement move is taking place.

- Ensure that Children Looked After receive a smooth induction into the school, with the obtaining of all relevant past history.
- Keep comprehensive and up to date files on each pupil and to ensure that these are passed on should the student move school.
- Meet with the children regularly to discuss progress and any in school or out of school issues.
- Check with staff on a continuous basis how the pupil are doing and to intervene quickly at the first sign of a problem, e.g. behaviour issues, poor effort etc.
- Monitor attendance on a weekly basis.
- In secondary schools to ensure that:-

- pupils receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education, employment or training;
- Pupils are given specific help in developing the social and personal skills that will give them better life chances.

- Draw up strategies for pupils who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To undertake periodic student voice exercises.
- To encourage pupils to be fully involved in extracurricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff)
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the pupils' education and showing them how they can do this.
- To ensure that pupils are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case. To be vigilant for any child protection issues and also to check carefully for any sign of a Child Looked After or previously looked after child who is being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the Children Looked After Health Support Team.
- To liaise closely with the Education of Children Looked After (Virtual School) Team
  - Informing the Virtual School Team of any problems out of school that seem to have been identified;
  - seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Children Looked After;
  - keeping the Virtual School Team informed about the general progress of Children Looked After;
  - Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.

Teachers and Support Staff:

To be aware of Children Looked After and previously looked after children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.